Bridging the Gap
Exploring generational differences from morals to social issues

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Blast from the past
Retro clothing rages through the halls of the high school

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MARCH 27, 1995
SHAKERITE
SHAKER HEIGHTS HIGH SCHOOL · 15911 ALDERSYDE DRIVE · SHAKER HEIGHTS, OHIO 44120

Teachers, school board approve contract

Contract passes by narrowest margin in district's history

BY NAWAL ATWAN
Staff Reporter

Decreases in the rates of teachers' yearly salary raises are in effect as a result of the new three-year teachers' contract passed narrowly by the Shaker Heights Teachers' Association on March 10.

The contract, ratified by the school board March 14, was passed with 219 teachers for it and 172 against, the narrowest margin in Shaker history.

It was turned down in the middle school and was passed by the greatest margin of teachers at Woodbury Elementary School, according to Woodbury fifth grade teacher William Scherer, head of the SHTA negotiating team.

The new contract issues all school district teachers a one percent salary increase on Aug. 15, 1995, a 1.5 percent increase on May 1, 1996, a 1.5 percent increase on Aug. 16, 1996 and a three percent increase on Jan. 1, 1997. Previous contracts have given higher increases.

For example, the '91-'94 contract gave teachers a four percent salary increase in '92, a 4.25 percent increase in '93 and a 4.75 percent increase in '94, according to math teacher Gene Tournoux, representative of the negotiating team.

Mediations on the contract began Sept. 13 at the SHTA meeting. After over five months of negotiations between the school board and representatives of the SHTA, an agreement was reached on Feb. 28 regarding salary increases, according to Scherer.

Many teachers expressed disappointment and anger toward the administration due to the lower pay raises while lavish spending by some administrators was revealed by public record, according to Scherer.

English teacher Steven Fox said many teachers feel the administration is being irresponsible in their spending. He pointed out that the amount of money spent on cellular phones is equal to a starting teachers' salary and that the amount spent on legal fees translates into a one percent raise for the teachers.

"The administration could cut spending and still give teachers a higher raise. There is money in this district; it is just not being spent appropriately. The administration had bills from catering services, hotels, restaurants, raises, bonuses, annuities, cellular phones and hundreds of consultants to do one job or another," Fox said in reference to a list of expenses which was prepared by the SHTA.

Latin teacher Jane Ulrich said she was also upset about the limited pay raises for teachers.

"I am very disappointed with the [contract] settlement. We were told this was all the money available. The question is, how is the administration spending their budget?" Ulrich said.

Tournoux said he felt the contract was the best agreement that could be made within the realms of the negotiations.

"The failure of the levy made a great impact on the negotiating process and the amount of money available. I feel satisfied that this is the best contract the teachers could get under the conditions of the levy, the board's spending freeze and the state of Ohio's budget," Tournoux said.

School Board President Judith Stenta said many issues were considered in deciding on a contract. For example, the school board issued spending caps for a one percent increase in '95, a four percent increase in '96, and a four percent increase in '97 to maintain the budget, therefore limiting the amount of money available for teachers.

"In light of the restriction of funds due to the failed levy, the spending caps and the potential losses in the next three years by the state budget, it is essential to look at all the factors coming into the contract agreement. I think it was a fair offer and shows a realistic view of the past four months since the levy was defeated," Stenta said.

Tournoux agreed that the board did what they could given the limited budget.

"I think the school board needs to keep a close eye on how much money in the school district is being spent," Tournoux said.

Fox said teachers feel the administration is not rewarding them for the hard work done for students. He said the money the administration spends should be used only to improve education, but said he realizes that the money that has already been spent cannot be retrieved. He agreed the contract was the best that could be done considering the circumstances.

"The money was there, but it was spent on other things and therefore not available to teachers. We want the money given to schools by the community to be used to make the school system better," Fox said.

In addition to the salary provisions, under the new contract, teachers will not be permitted to smoke in the building. A proposal to increase the school year by five days was turned down during the contract settlements, according to Tournoux.

According to a speech Scherer gave at the school board meeting on March 14, the number of teachers who voted against the contract is very significant and shows a great lack of support.

"What cannot be swept under the table is the fact that 172 out of 391 teachers who voted could not morally, ethically or professionally approve this agreement," Scherer said.

He said the teachers approved the contract in order to bring stability and continue education, but he said this contract also diminished their faith in the school board.

"The trust placed in this school board to wisely monitor the expenditure of funds has been gravely damaged with the teachers," Scherer said. "Trust in one's leadership is easily given and it is an honor to have it bestowed. Destroy the trust, and the confidence in the leadership so easily earned is destroyed with it."

Chess team wins states

CHECKMATE. Senior Cullin O'Brien, member of the state championship chess team, practices in the social room during his lunch period. The chess team will be traveling to Chicago in April to attend Nationals. **See article on page 3.**

Shakerite photo by Larry Latson

Trip to Russia, United Kingdom to be held this summer

The American Field Service is summonning six students for a trip to the United Kingdom and Russia this summer. The trip will include one week in the United Kingdom, where students will visit places such as Westminster Abbey, and another week in Russia, where they will see the Kremlin. They will also compare the economic and political systems of the two countries. Interested students should contact Marjorie Eisenberg in room 258.

Four-man debate team third in state

BY AMY JOHNSON
Staff Reporter

Barely qualifying for the state speech and debate tournament, the four-man debate team of sophomores Wallis Wilkinson, Yoon Hwang, Alisa Beck and Amrita Ahuja entered the competition determined and well-prepared. So prepared, in fact, that they became semi-finalists and captured third place in the state.

There were 700 participants from 63 schools at the tournament, and the competition consisted of three categories: Lincoln-Douglas debate, policy debate and individual speech events. The four-man team competed in policy debate on this year's topic of immigration. The four-man was originally first alternate, which meant another team would have to decide not to go to the state tournament before they could go. A team dropped out, and Shaker's four-man team was the only one from the Cleveland district to place.

"I think it's ironic that even though we were originally only alternates, we placed higher than anyone else from the area," Hwang said.

In preparation for speech and debate tournaments, team members spend hours researching, planning and practicing. Beck said hard work and dedication was the secret to their success. Ahuja agreed that their preparation was worthwhile.

"We worked hard all year getting plans and evidence. For tournaments, sometimes we have to leave at 6:30 a.m. and sometimes there's not much to show for it. At states, we proved ourselves to ourselves and to others. We were vindicated," Ahuja said.

Hwang said teamwork contributed to their win.

"Team effort [is important]. Basically, there's a four-person team with two affirmatives, Alisa and I, and two negatives, Wallis and Amrita. Both parts must do well," Hwang said.

Seven other students competed at the state tournament. They were seniors Adina Wright and Shana McCormack, sophomores Alex Rawson and Matt Youngner, who competed in Lincoln-Douglas debate; senior Jonathan Litt and sophomore Shelli Calland, who competed in two-man policy debate; and senior Jennie Reiff, who competed in U.S. extemporaneous speaking.

For the third year in a row, McCormack, vice-president of the speech and debate team, qualified to compete in the national speech and debate tournament in Ft. Lauderdale.

Latin teacher Robert White, one of the club's faculty advisers, said he is proud of the whole team's performance this year.

"Everybody worked together to do well at states. Time not spent on debating was spent discussing past cases. I think this year we worked harder to prepare for states than previous years. I'm very happy with their performance, and they were too," White said.

IF YOU'RE HAPPY AND YOU KNOW IT... Sophomores Yoon Hwang, Alisa Beck, Wallis Wilkinson and Amrita Ahuja celebrate after their third place finish in the four-man debate competition held in Youngstown. *Shakerite photo by Larry Latson*

Budget proposals mean bad news for district

BY JENNIE REIFF
Co-News Editor

Proposals to redistribute funding to schools in Ohio could have very serious effects on the Shaker Heights school district, according to Superintendent Mark Freeman.

Governor George Voinovich's two-year budget proposal contains a number of provisions regarding the funding of Ohio schools. Among these are an elimination of a 12.5 percent tax credit on homes valued at more than $200,000 and changes in the formula for determining how much to give schools for Disadvantaged Pupil Impact Aid (DPIA) for students from economically disadvantaged backgrounds. Also in the proposal are reductions in telephone company tax rates and the elimination of the basic aid guarantee, according to Freeman.

A document from the school board gave details on how these changes will affect Shaker.

The document said that the district would no longer receive DPIA, it could lose approximately $1.3 million dollars from taxes received from the telephone companies and the district is unsure of what would happen to the basic aid guarantee. Also, many residents' taxes would rise with no direct benefit to the district. The extra revenue would go into the general fund in Columbus to help other districts.

These proposals, also known as the "Robin Hood" plan, were made in order to redistribute money to districts in the state that do not have sufficient funding. To do this, however, many districts, including Shaker, will lose revenue. According to district treasurer Daniel Wilson, a proposal like this is unheard of.

"To take local money out of the community to address a state-wide problem has never been done. We're very concerned about it," Wilson said.

Wilson said the plan is flawed because it measures the wealth of a district by dividing its taxable value by the taxable value of each student, but overlooks factors such as community support and valued programs, both of which Shaker is known for.

Freeman said the funds the district has now are necessary to keep in order to improve the quality of the schools and in turn, society.

"We know right now that the greater investment we put into young children, the better the country will be," Freeman said.

Both Freeman and Principal A. Jack Rumbaugh said they feel that the state needs to come up with a plan to help schools more, but that the proposed plan is not fair to many districts.

"The government has to realize that taking from Shaker and moving it to districts with less doesn't help either one. It is political rather than rational," Rumbaugh said.

Rumbaugh also said the district has had a hard time dealing with the effects of the failed levy in November, and losing even more revenue will create more difficulties.

State Senator Judy Sheerer agreed that the proposal is not beneficial.

"We need to achieve greater equity, but we can't do that at the expense of districts that have been willing to tax themselves to improve education," Sheerer said.

Rumbaugh said he does not think the proposal will pass, but Sheerer said some parts of it might. She said there is little support for eliminating the tax rollback and basic aid guarantee, but some changes will probably be made in the DPIA formula, although she said they will not have a dramatic effect.

Wilson and school board President Judy Stenta went to Columbus to testify about the proposals and to explain what the impact on Shaker would be. The school board is also encouraging residents to write to representatives.

According to Sheerer, the state House of Representatives will finish its analysis of the budget around the end of March, and it will then go to the Senate for seven or eight weeks. The final budget will be finalized by June 30.

Despite the apparent lack of support for the plan, many people are still concerned.

"We're a long ways from the end," Wilson said.

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Chess wins state championship

Kelleher, Lund place in top five

CAITLIN MASINI
Staff Reporter

It is the last minute of play and you are close to beating your opponent. You move your queen. "Check." He moves his king, and you think hard to remember all the moves you have practiced and worked at so long. After one move with your rook, "Checkmate." The match is yours.

Hard work and dedication paid off for the chess team when they won the state championship on March 12. They were matched up against the other top teams in Ohio. The biggest challenges for Shaker were Mayfield Heights and Cleveland Heights, according to team adviser Ruben Henderson. At the tournament the competition was fierce, according to senior team member Cullin O'Brien.

"It was the most intense experience I've had. It was like taking three finals in one day. After the matches we were just dead. I felt more tired after these games than after an athletic competition," O'Brien said.

Last year the team brought home a third place trophy without much recognition, but this year they have gotten the attention they deserve according to senior Jeff Kelleher.

"I think we opened an eye or two. We got people thinking 'we should give the chess team more support. This is a group that has shown with dedication and hard work they are the best in Ohio,'" Kelleher said.

> *It was the most intense experience I've had. It was like taking three finals in one day. After the matches we were just dead. I felt more tired after these games than after an athletic competition.*
>
> *–Cullin O'Brien*

The individual team members also did well, according to Kelleher. He tied for first place and Chris Lund, the team captain, placed fifth in the state. Kelleher said his match went down to the wire.

"Every single move both of us were trying to think a bit farther than the [other] guy," Kelleher said.

The team spends every Saturday from 9 a.m. to 12 p.m. practicing. According to the members, this is a factor in the team being close in and out of team activities.

"I think the team is pretty close. We are friends on and off the chess board. It is not as close-knit as some teams. It is not like we shave our heads before a match or something," Friedland said.

According to O'Brien, winning the championship was very exciting for the team.

"When you win it's the best feeling. You are on top of the world. You think 'I just outsmarted this guy. I just squished him like an ant,'" O'Brien said.

According to Friedland, the team went in with a winning attitude.

"We knew we had the best team in the state. We knew that the team that had won last year had their best players graduate. It was just a matter of coming through," Friedland said.

The team is now looking forward to Nationals in Chicago in early April.

Emily Troia contributed to this article

NEWS BRIEFS

Wellness team hopes to win by losing

With the last weigh-in of the Wellness Program approaching on March 31, the high school has an excellent chance of winning, according to social studies teacher Chuck Spinner.

The Wellness Program is a competition between over 210 faculty members in the district to see which school can lose the greatest percentage of weight over a two-month period.

The competition has been in progress since the beginning of February.

According to secretary and team captain Roberta Donaldson, many teachers have been successful in losing weight. She said nobody on the team has gained weight, and many participants have lost over five pounds.

Spinner said he believes the high school will win the competition, which will end in a party with T-shirts, low-fat food and a donation of the entrance fees will go to the winning school's charity of choice.

"If we are not winning now, it is purely by design. We will kick in at the end," Spinner said.

–Toby Bulloff

Student council changes , elections planned for next year

BY MARIE FRISOF
Staff Reporter

After two years of an ineffectual student council, teachers and administrators are taking the initiative to create a functional student government by the next school year.

The School and Community Relations Committee, the committee charged with reconstituting student council in the high school, hopes to begin next year with student elections. According to Chuck Spinner, co-chairperson of the committee, they were unable to focus on the issue earlier this year because they had other responsibilities, including arranging a faculty tour of the Plain Dealer and preparing for the North Central Evaluation.

"Most other committees like this typically only deal with student council," Spinner said.

The committee, a group of teachers interested in reestablishing student council at Shaker, has been reading and analyzing the student council constitutions of other Lake Erie League schools throughout the school year. They are trying to incorporate the best parts of other constitutions into Shaker's new constitution, according to Spinner.

"We've called every school in the LEL. Every school has been having trouble with student council. It's not really student government. It's become a popularity contest," Spinner said.

Rosemary Merchant, the other co-chairperson of the committee, said the committee was looking for input into creating a student council which functioned as a student government and not a body to plan social activities.

"[We want] a body to promote student government and student leadership," Merchant said. "We want students to be in leadership roles within the building."

Neither the committee nor principal A. Jack Rumbaugh are certain of the form student council will eventually take. Both the chairpersons and Rumbaugh express a desire to liberate student government from the traditional homeroom representation and popularity contests, but their goals for the role of student council differ.

"Student government will nurture and maintain a stronger and better school climate. Kids should be connected by a sense of community; safe, disciplined, ordered, focused on the issue of academics, extra and co-curricular activities and good citizenship," Rumbaugh said.

Merchant said she feels it is important to reinstitute a student government with politcal power.

"There will be a forum for students to govern themselves, to provied student government. If kids decide they don't like what's going on, they could go and deal with the problem. Students in student council would have the power to actually address student problems," Merchant said.

Spinner said student council should encourage a positive environment.

"The student council will boost morale and encourage spirit and ownership of the school. Students will take pride in assuming that role. There will be more of a sense of ownership, which will lead to a good environment," Spinner said. "I spend most of my time here, maybe even more than I do at home. It's important to have a good environment in which to live."

Although definite plans have not yet been made, Spinner said a student representative may report to the the Steering Committee which is comprised of the heads of all departments.

"I went up to the Steering Committee, and said, 'Will this be a service organization or will it have a say in school policy?' They said they will allow a student representative on the committee," Spinner said. "I don't know of any high school that has representatives reporting to the school system."

The School and Community Relations Committee sent three students, junior Robert Rusher, sophomore Nat Kendall-Taylor and freshman Danielle Thronton and science teacher Paul Repasy to the Cuyahoga County Student Council Consortium March 23 at the Cleveland Marshall Law School. They researched different student council constitutions and learned about how to institute an effective student council. The meeting, financed and run by the Lake Erie League of Women Voters, is designed to allow the LEL schools to learn from each other's experience with student government.

Student council originally dissolved because of a lack of student interest and faculty support, according to Principal A. Jack Rumbaugh.

"It takes a lot of nurturing and encouragement to stay with student council. We forget to take time to celebrate democracy," Rumbaugh said.

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The Top Ten Numbers Between One and 10

10. seven
9. four
8. ten
7. three
6. eight and a half
5. nine
4. two
3. one
2. eight
1. five & six (tie)

Source: The David Letterman Book of Top 10 Lists

Awards assembly is time to recognize, not sleep

THE RITE IDEA

We can't help it. We're high school students. We really would like to get the most out of the assemblies we go to, to leave the auditorium feeling rich and enlightened. Unfortunately, when most of us hear that there is an assembly on any given day, two words come to mind– shortened periods.

It is a shame, because some assemblies, specifically the recent awards/recognition assembly, are actually very special and unique. If the students of the school (even those who have to suffer through it on closed-caption TV) had made an effort to listen instead of sleeping or talking, they would have realized how amazingly talented our student body is, and how rare it is to take time out of the day to recognize successful students.

Throughout the hour-long assembly the audience was bombarded by teams who won league championships, individuals qualifying for state tournaments, intellectuals bringing home medals, and even the best darn chess team in the state of Ohio. So why did no one blink an eye?

The apathy in the school is really unfortunate, especially at a place like Shaker where we have so much to celebrate. How many other schools can boast of more awards, both in the academic and athletic realms of schooling? Too often, we as students shrug off the fact that we are going to one of the top schools in the nation. We can't understand how that could be when some of our classes are so boring that we fall asleep every other day. The awards assembly was the perfect wake-up call to remind us that yes, we really are an incredible school, and our students are doing incredible things.

If only we listened.

Our administration is doing everything they can to get the student body more involved in the high school and high school life. The pep rallies are a good start, school dances have started popping up almost every weekend, and the awards assemblies twice a year do an excellent job in recognizing a lot of people for a lot of different things. There are not many high schools in the state that are willing to take an hour out of one school day just to congratulate their students.

Instead of mocking our administration's efforts by tuning out during this recognition, we should try to look at it as a time to learn about some of the things going on in the school that we may not have known about. Surely, none of us knew about all of the things that were recognized at the assembly—you can learn a lot.

But first, you've got to care.

CHEERS & JEERS

Cheers to getting mail in class.

Jeers if it's from your unit principal.

Cheers to the Science Olympiad Team.

Jeers to the "chemical spill" – Shaker's Chernobyl.

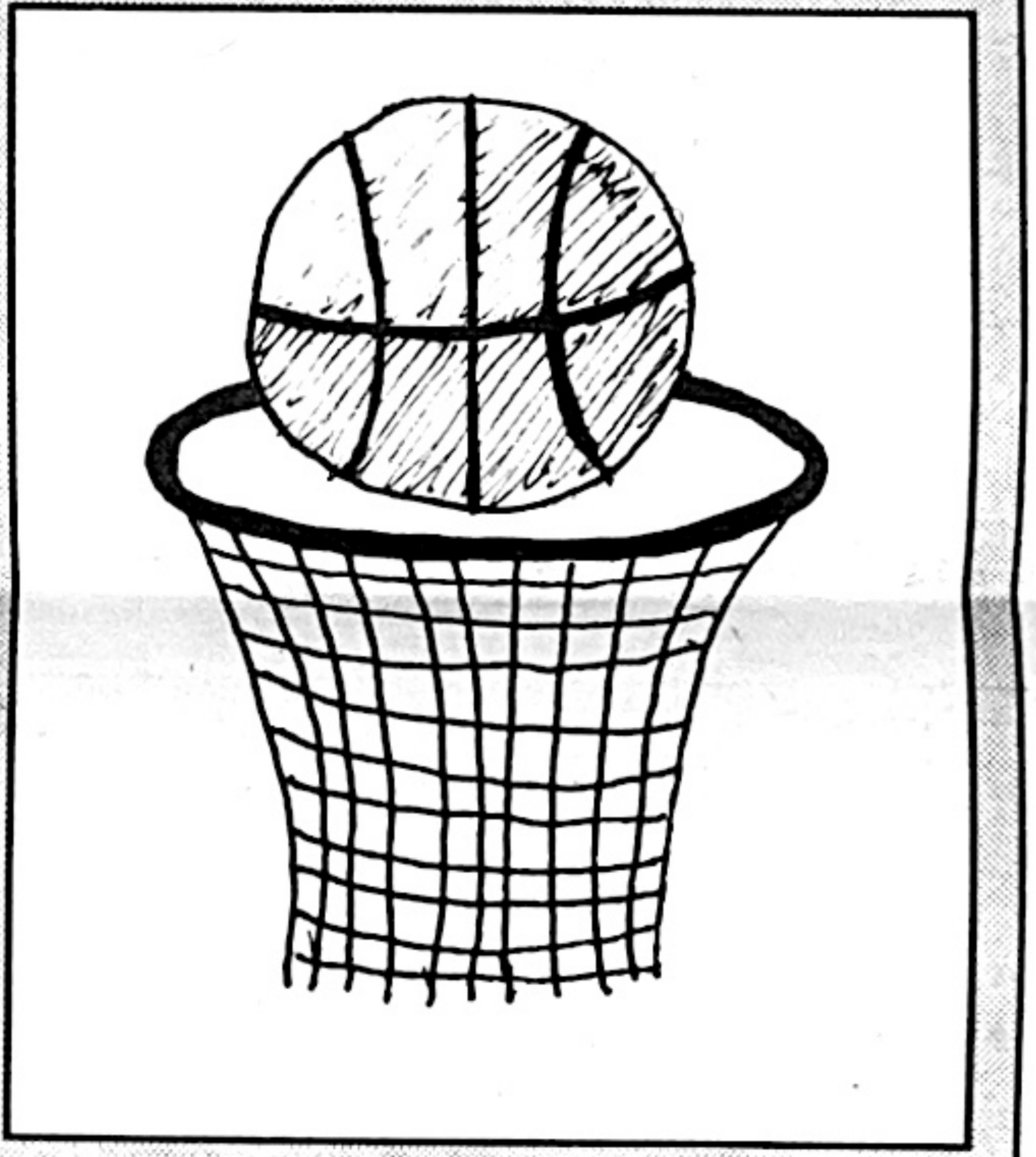
Cheers to New Stages, but when you get up to *XIII, it's not new anymore.*

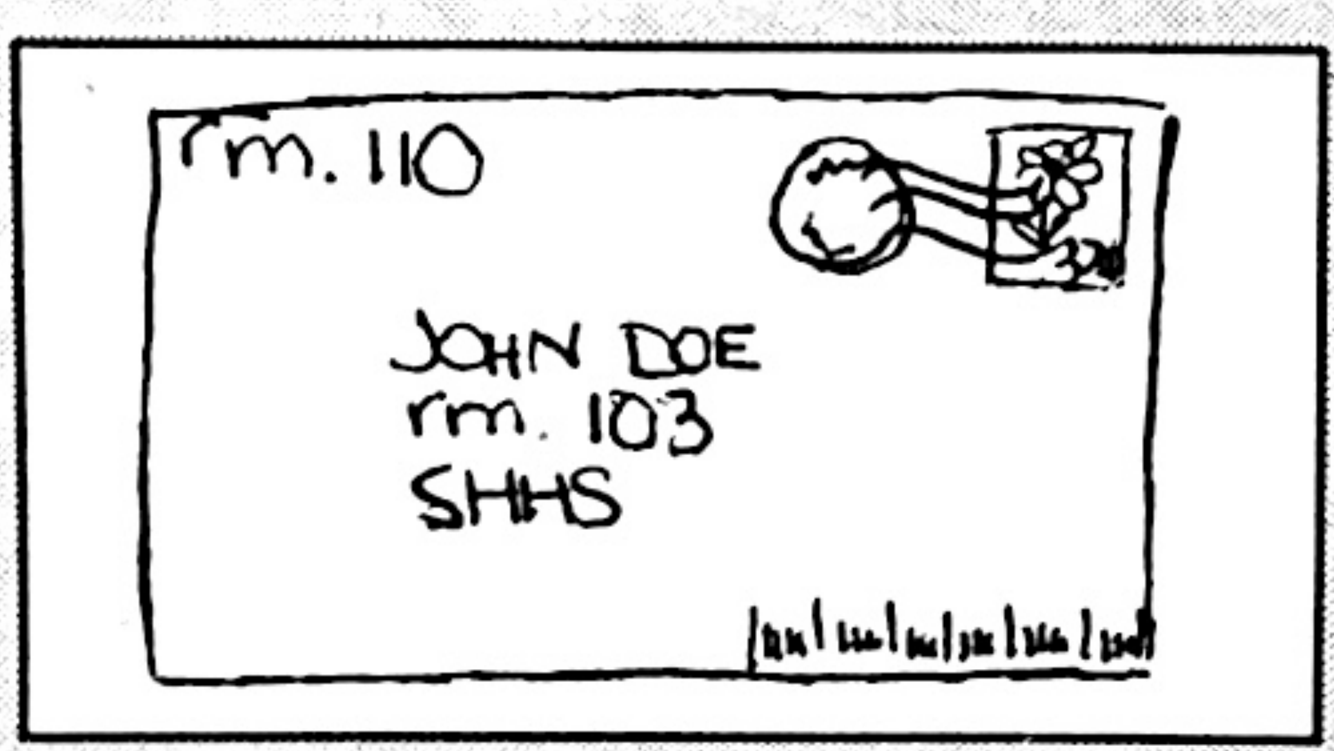
Jeers to Saturday Night Live. The jokes are 25 years old too.

Cheers to Michael Jordan's return to basketball. He's baaack.

Jeers if you're Craig Ehlo.

Cheers to spring.





Jeers to everyone stressing over Prom. I'm sure your mailman is free.

Cheers to March Madness and buzzer-beating shots.

Jeers to sophomores who know how to drive but don't know how to park.

Cheers to 30 school days until Senior Project.

THE TOP TEN

Signs of Definite Senioritis...

10. You can't find your backpack for two weeks– and you really don't care.
9. You walk aimlessly through the halls, occaisionally stopping in a random classroom.
8. You start counting down the minutes, not days, until Senior Project.
7. Suddenly, you're taking every class pass/fail.
6. After every class, you have to wipe up the puddle of drool on your desk.
5. For every five minutes of class time, the clock seems to move backward two minutes.
4. You decided that you 'need a break'– and go home at 10:30.
3. Your Mom wheels you into your Physics class in a coma so you don't have eight absences.
2. You don't finish the Top 10 list.

...and the number one sign is...

1.

The Shakerite is a public forum published nine times yearly for and by the students of Shaker Heights High School.

Letters to the editor must be signed and may not exceed 250 words. Letters, subscription and advertising inquiries should be delivered to the Shakerite office in Room 229, or mailed to: The Shakerite, 15911 Aldersyde Drive, Shaker Heights, Ohio 44120. The Shakerite reserves the right to reject or edit any letter to the editor or advertisement.

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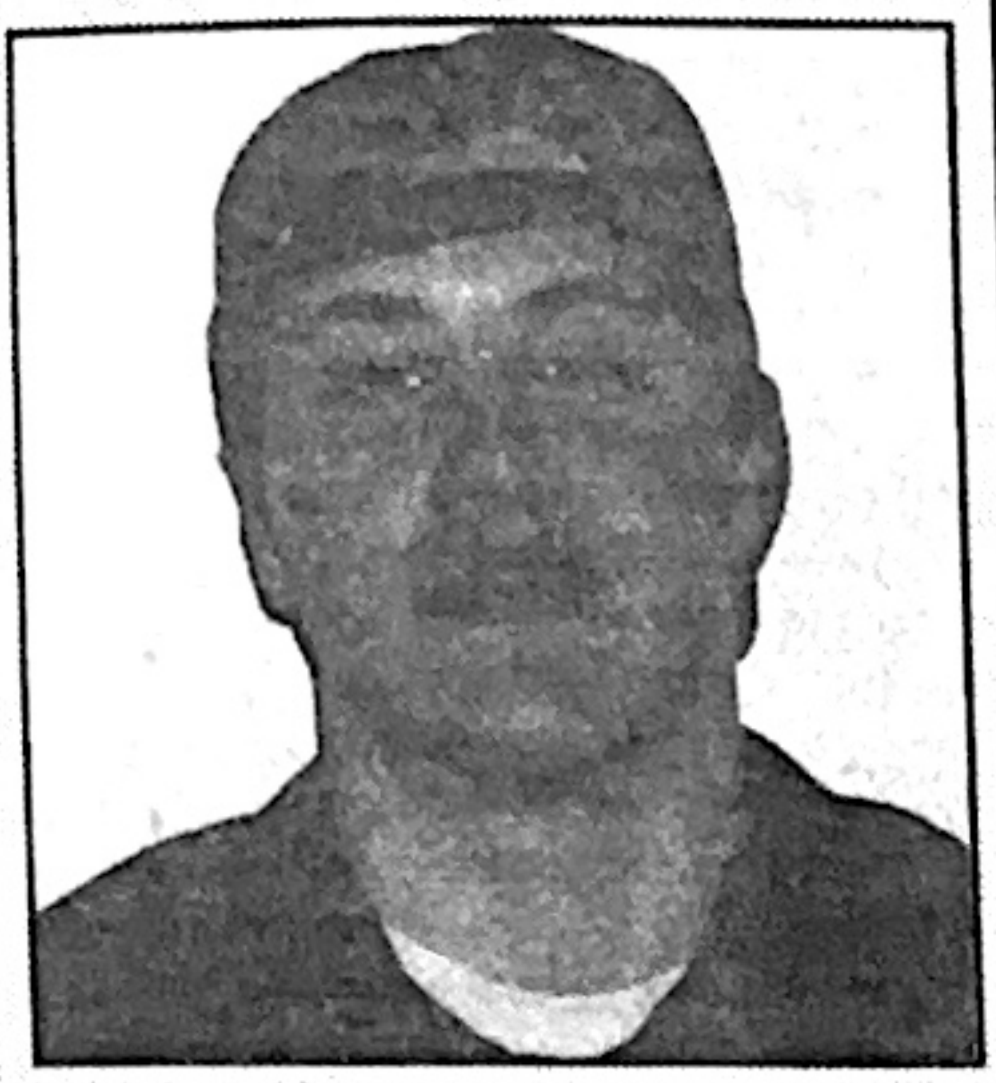
Welfare:

What do you think?



"I think welfare should be cut. Not totally, but enough to push people to get jobs of their own. Welfare gives people a cause to not get a job: they just sit at home and get money."

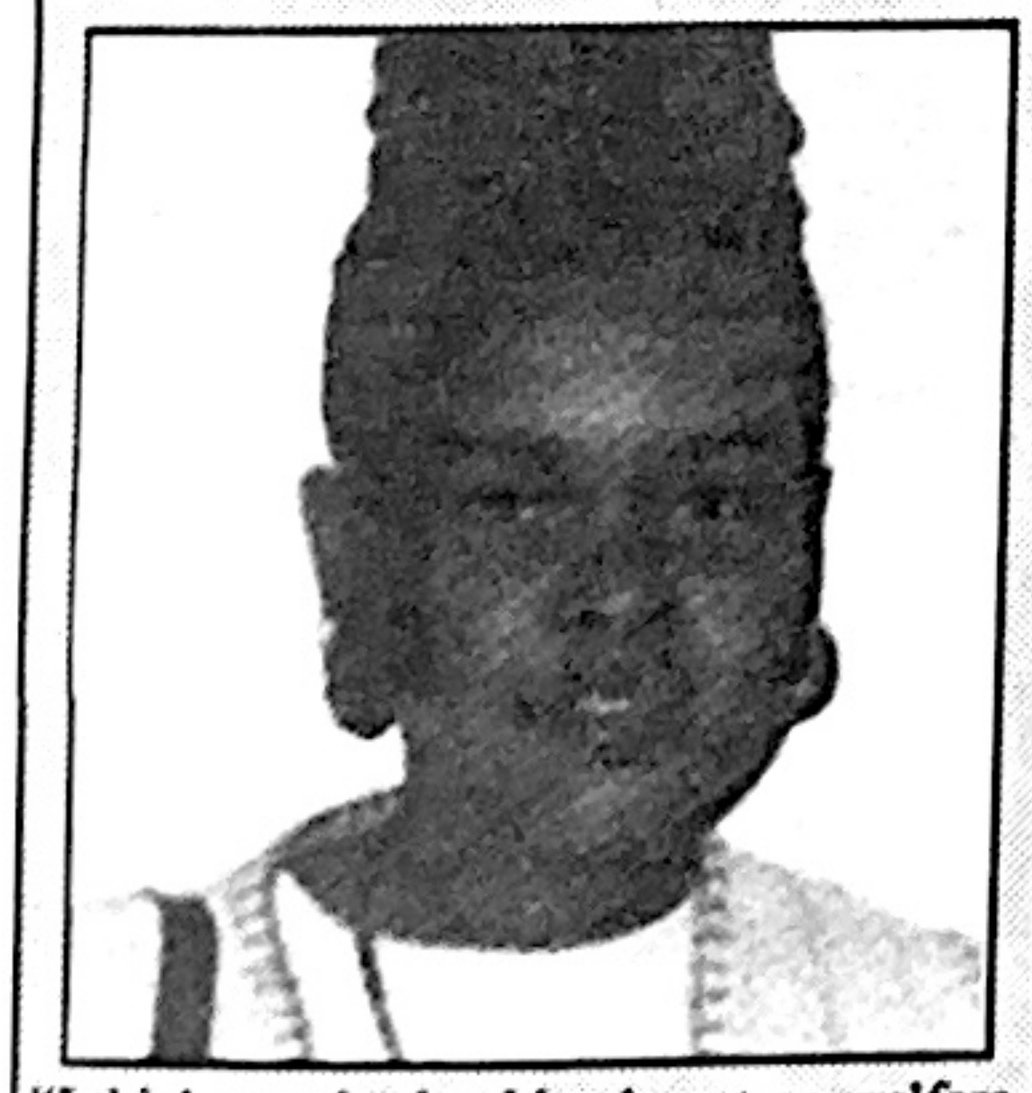
–Kevin Coate, senior

"I think [welfare] is pretty good because it helps people who need it get back on track and get a job. The majority of people aren't abusing welfare."

–Justin Brown, sophomore

"I think something definitely needs to be done about [welfare]. All I know is that some people get more money off welfare than they do off minimum wage jobs."

–Millie Nahm, senior



"I think people should only get on welfare if they really need it. They shouldn't abuse it. [The government] should investigate people for fraud. Also, [welfare] should be limited to two kids, with no more money for a third child."

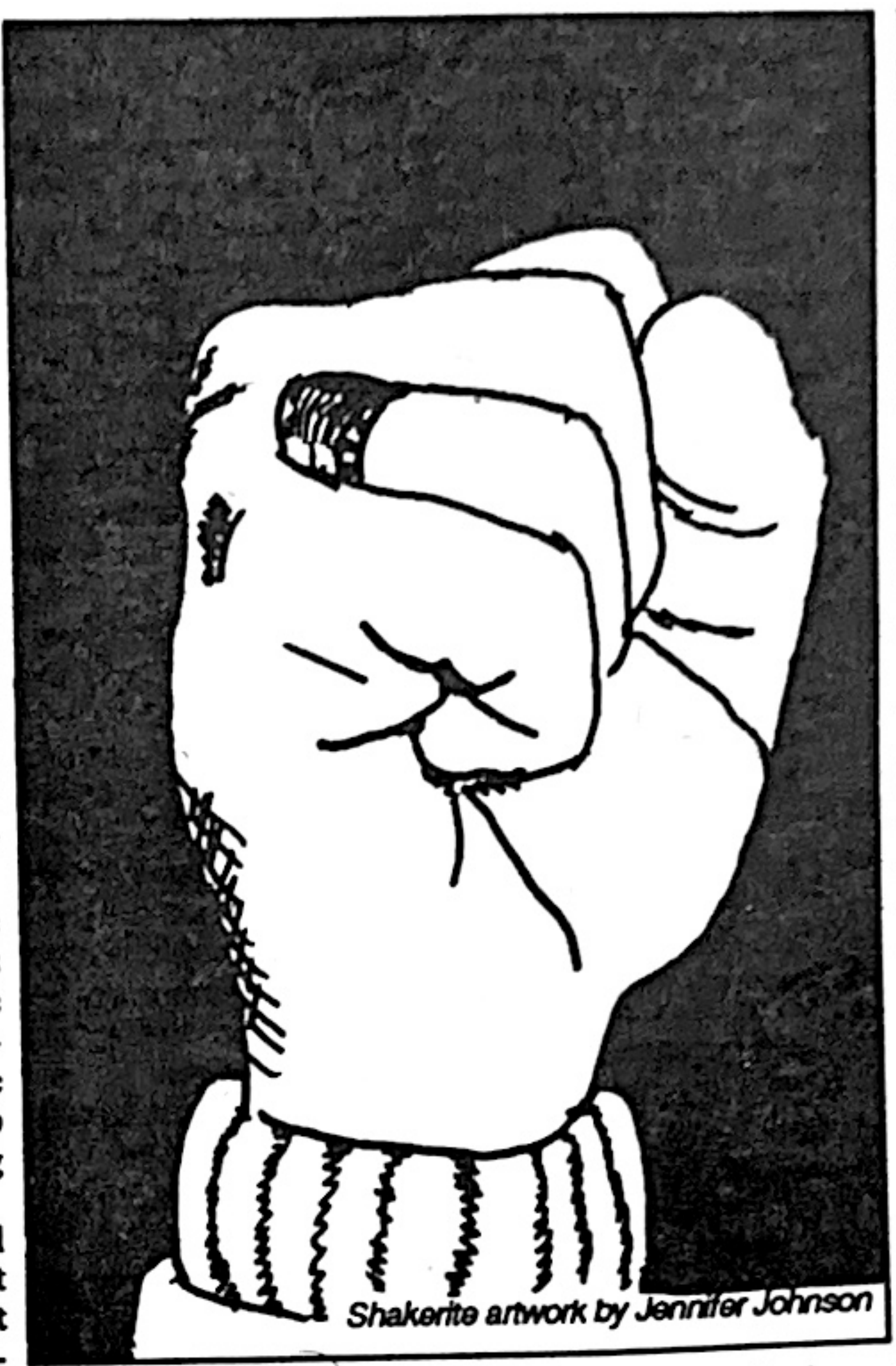
–Nicole White, junior

Shakerite photos by Vanya Green

Encouraging school fights leads to increased violence in society

BY RYAN GOHMANN

Co-Arts & Entertainment Editor



Shakerite artwork by Jennifer Johnson

Lunchtime. A time to eat, a time to socialize, and a time to watch people beat each other to bloody pulps. Yes, I am talking about the senseless violence that we have come to know and love.

Our school's obsession with physical fights and verbal arguments has become disgusting. This group that I am referring to does include me, and for the most part the entire school. I don't know anyone who doesn't rush to see what's going on when they hear shouting in the halls or an "OOOOOOH" coming from the other side of the cafeteria.

This commendation of the people who cause and are involved in fights is wrong. We are cheering on the same actions that could end up getting ourselves or our friend hurt. While we should be doubling our efforts to stop the violence, we are only encouraging it.

I used to eat in the cafeteria until it became the loud and rowdy place it is now. Before we left, the people at my table conducted a little experiment.

About 10 minutes into the period, we began to make a low "OOOOOH" sound and gradually made it louder. Other tables began to join in, thinking that a fight was about to break out. People ran in from the other side of the cafeteria with the hopes of seeing two students pummeling each other. Security guards rushed over, armed with their ever-present walkie-talkies.

This problem with advocating violence is not something that can be solved by simply putting new rules in the student handbook (if that worked, we would have a clean cafeteria). People have to actually care, and I don't think that many people care enough. I will be the first to admit that watching a good fight can be some action in an otherwise boring day, but it is still wrong, and it should be discouraged.

We are endangering ourselves by making fights seem okay. Fights will begin to break out, just to see the reaction that they receive, if violence continues to be a status symbol at our school.

School fights may seem to come with the territory when teenagers get together, but it might not be that tough to stop. If the people that like to stand around and cheer during a fight break it up instead, then the message might get across that everyone does not think that it is cool to fight. It is better to talk things out, and not regress to the days of the caveman when respect was won by clubbing others on the head.

The other thing that bothers me about this is needing to fight for respect, an idea which has been around since we were in elementary school. Whoever won the fight became the better person, and the one that everyone looked up to. This needs to be avoided at all costs. The day when respect comes out of fighting is the day when society, in this case our school, becomes a nation of savages.

Drunk driving creates grim reality

BY SCOTT FULLER

Staff Reporter

Once upon a time there lived an elephant named Edgar. Edgar was liked by most of the creatures of the animal kingdom, for he was a very amiable sort of elephant. He was kind to them, and they were kind to him in return. He was funny, smart, strong, and all the female elephants thought he was pretty handsome, too. Yes, it could be said that Edgar was an all-around good guy. Edgar, however, was also a very fun-loving elephant, and he heeded the advice of no one if it prevented him from having a good time.

Edgar had a special craving for the vinumberry, which grew on the south side of the jungle. If Edgar was feeling stressed, gloomy, or even when he was feeling fabulous Edgar would head out to the vinumberry bushes at night and gorge himself until he nearly knocked himself out. The vinumberries were intoxicating, and Edgar just loved them. Nobody would have minded Edgar's partiality to these berries if it wasn't for the fact that he was so big.

On his way home, Edgar would stumble about, scattering the animals in all directions. They fled for their lives, because they knew that it would not be unreasonable to think that Edgar could step on them unawares.

The following day, after Edgar had recovered from his night out, the animals would come to confront Edgar.

"You're much too big to be eating all those vinumberries," insisted a zebra.

"You gotta think about how we feel," said a monkey.

"Yeah, how would you like getting stepped on by a huge rumbling, stumbling animal?" said a snake.

But try as they might, they could not convince Edgar to stop his dangerous habit. Night after night Edgar would come staggering home, and time after time the creatures would dash to safety just before the foot of the mighty giant came crashing down on the spot they had been standing moments before.

One evening, however, Edgar had stuffed himself with one too many vinumberries. He began a staggered charge back to his house in such an awkward path that the animals could not escape from his path of destruction.

> *"...the slamming of the jail cell door jolted [him] out of his drunken stupor."*

The following day, the slamming of the jail cell door jolted Edgar out of his drunken stupor. He looked down and saw that his tusks had vanished, and his trunk was now a human nose.

Edgar faintly recalled the panicked cries of the animals as they desperately tried to elude his rambling path. The jigsaw puzzle of his memory had many missing pieces, but the policeman helped put it back together. The dark cloud of reality began to settle over Edgar's mind, and he realized the magnitude of what he had done. The rumbling he had made was not due to his heavy-footed walking in his elephant dream, but from the engine of his car careening across the road. He remembered the warnings of his friends, and the foolish pride he showed by not allowing them to take him home. And the screams– he would hear those frightful screams echoing through his mind for the rest of his life... because he had killed four people while drinking and driving. It didn't have to happen this way.

LETTERS TO THE EDITOR

Band members worry about schedule changes in '95 – '96 school year

To the editor:

We are writing to express our concern regarding the proposed schedule change for next year that would put band 10th period. It is unfortunate that what seems like a minor change could cause so much confusion and turmoil, but it has.

Many committed band students consider music education to be as important as any other academic class. Development as a good player requires the daily practice and learning that band provides. When band has been offered first period, a maximum of scheduling conflicts were avoided, and virtually all interested students were able to participate if they desired. If band were instead offered 10th period, conflicts that period and after school would arise and force band members to make difficult choices between fulfilling academic and extracurricular requirements and pursuing their interest in music.

Many students would be disappointed if they had to make such a choice between developing their music talent and fulfilling graduation requirements, when in the past they have been able to do both. In conclusion, we would like to urge the administration to reconsider its decision. It would be unfortunate to compromise such an integral part of Shaker's community.

—Band Council

CHANGING THE SYSTEM

Jonathan says: get a job, not just a monthly check

BY JONATHAN HARRIS
Co-Arts & Entertainment Editor

Remember in 1992, when your friend and mine, Bill Clinton, promised in his campaign to "end welfare as we know it?" Well, three years later, the amount of people on the welfare roll has increased by two million, and the amount of money spent on them has increased accordingly. What happened?

The point of this article is to say that welfare as it exists today is a failed system that is detrimental to our society. It wastes billions of taxpayer dollars, but more importantly it is destroying the human lives it is supposed to be helping. Part of the problem is that it destroys the work ethic that our country was founded on.

Most liberals defend welfare by claiming that it only constitutes about one percent of our yearly budget. However, they are just looking at Aid to Families with Dependent Children (AFDC), which represents $21 billion. True, this is "piddly," but no honest proponent of welfare will deny that other institutions such as Medicaid, food stamps and public housing are also part of the money-sucker called welfare. Add all of this up, and we are looking at a tab of $210 billion. Hardly one percent.

The main, and most destructive, part of the welfare system is that it destroys initiative, responsibility and self-respect. It would be one thing if the money spent seemed to be solving the problem, but it is not. Since the Great Society of the Johnson administration was instituted, we have spent about $4 trillion on welfare. You would think there would be something to show for this. Instead, every measure of quality of life has deteriorated as crime and illegitimate births have increased.

The fact is, welfare has slowly destroyed the age–old idea of working, yes working for a living. And for all the liberals who say that there are not enough jobs for welfare recipients, I ask you to look in the paper each day and count the number of job openings. I bet you will find at least 200. And for those welfare recipients who are not qualified enough to have these jobs, then for God's sake, pick up a rag and some shoe polish and shine shoes, which can add up to $500 a week including tips. The fact is, there are jobs, and until we get rid of the welfare system so that collecting free money is not so desirable, people will not earn a respectable living.

Another blatant fact which shows the inadequacies of the welfare system is the abuse of this so–called "right." Liberals seem to ignore the fact that a good amount of welfare recipients are not really using the money for child care while they look for a job or an education or the food stamps for food. Rather, they are using the checks for crack and the food stamps for liquor. Wasting hard-earned tax dollars on these people is an unfortunate travesty.

The only way to reform welfare — besides getting rid of it once and for all — is to make welfare less desirable. The fact is, who wouldn't want free money and food?

Clearly there are truly unfortunate members of our society without choices who we are obligated to help. However, the current system goes far beyond that. When you subsidize self–destructive behavior, not surprisingly, you get more of it.

There is an old Chinese proverb that says that when you give a man a fish, you feed him for a day. When you teach him to fish, you feed him for a lifetime.

Programs such as workfare, where people must show up to a job daily in order to receive help, or learnfare, where a child dropping out of school results in a loss of all benefits, are starts to a solution.

THE FACTS: WELFARE

$ There are five million families in the United States on welfare.

$ Both Republicans and Democrats have promised to require welfare recipients to work.

$ The Republican plan does not call for education or job-training, and recipients could be removed after two years.

$ The Democratic plan provides education and job training and requires work after two years of benefits.

$ The Republican plan would deny benefits to mothers under age 18.

$ The Democratic plan requires teen mothers to live with an adult to receive benefits.

Source: Knight Ridder News Service *Compiled by Emily Hoffman*

THE QUESTION: REFORM

Vanya says: government should not desert people

BY VANYA GREEN
Co-Editor In Chief

It's time for Newt Gingrich to get some glasses.

I'm not sure when he last had a health exam (paid for by taxpayers incidentally), but he is certainly plagued by short sightedness.

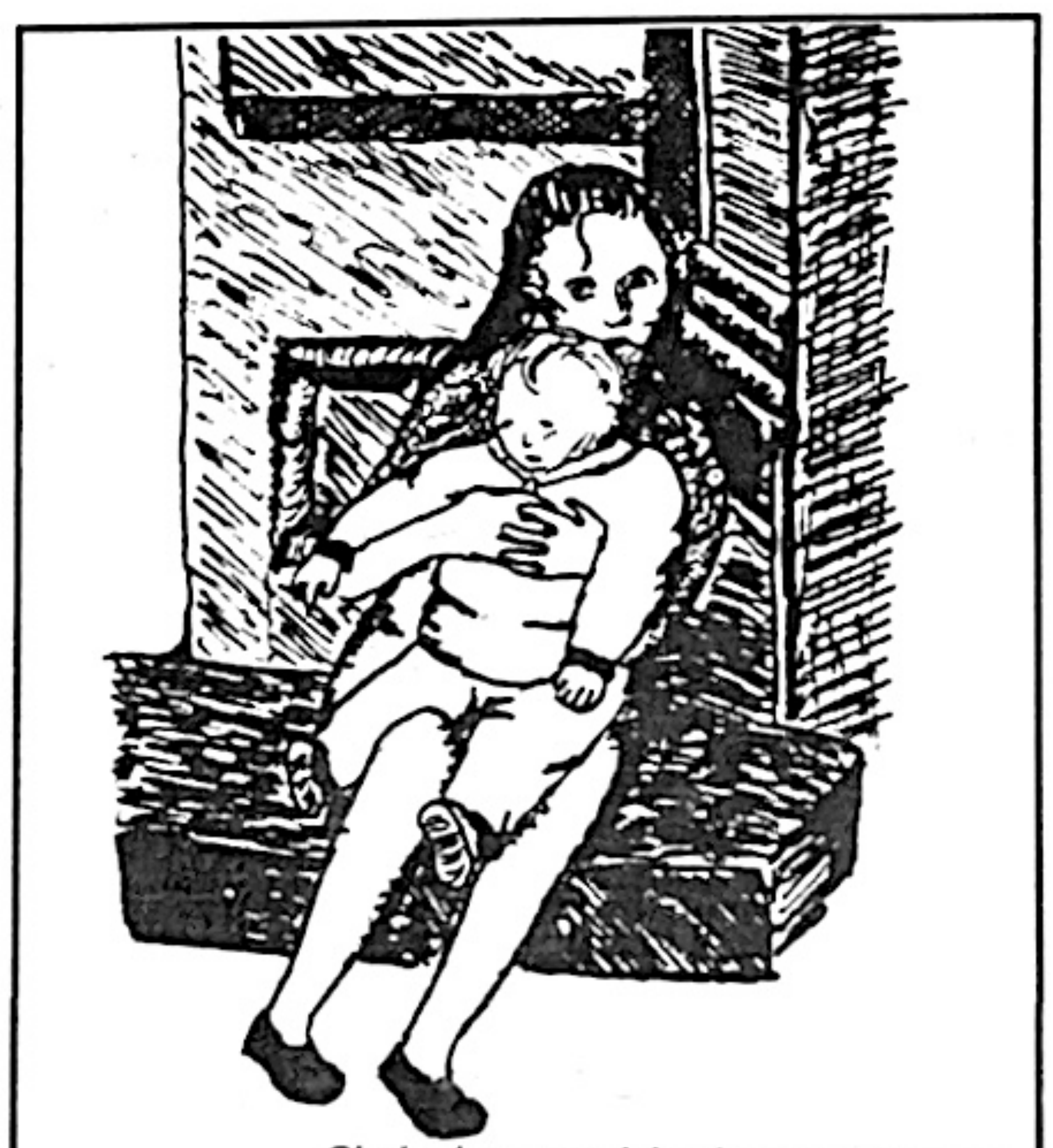
Gingrich and the Republican party's proposed welfare cuts look appealing because they decrease spending. The cuts will end up costing us more money than the present system, however, because conservative welfare reformers lack foresight.

Not only do the welfare cuts discriminate against legal immigrants and disabled children by drastically reducing or eliminating benefits, but the proposed cuts will send our nation's poor to the streets, the jails and to the grave.

Of all the mothers on welfare, half are off within two years, and all but two percent are off within 10 years. The Republican proposal, however, calls for kicking all mothers off welfare after two years.

Many conservatives contend that people who are capable of working should be working. On this point, they are absolutely right. The problem is, they are so detached from people on welfare that they have no idea how difficult it actually is to get jobs.

A majority of those on welfare do not have a high school diploma and are ineligible for most jobs. Many companies are laying off workers, not hiring inexperienced ones. Many people on welfare live in rural areas with no accessible jobs.


Shakerite artwork by Jennifer Johnson

A mother in a minimum wage job makes under $10,000 a year, a scant $4000 more than a mother on welfare. Subtract $400 a month for day care, however, and immediately the mother has only $5000 a year. Subtract the costs of food, housing, clothing and transportation to and from the job, and the family cannot survive.

What will happen to the unemployed mothers with children on the streets? Either they will starve, beg, or turn to crime and prostitution. What about their children? As far as the conservatives are concerned, children need even harsher treatment.

Republicans call for cuts in the school lunch program, which feeds over 25 million children. According to a Tufts University study, "deficiencies in specific nutrients...have an immediate effect on the ability to concentrate. Child hunger, defined by inadequate nutrient intake during early years, is capable of producing progressive handicaps — impairments which can remain throughout life."

Children have enough trouble concentrating in school as it is, and teachers have enough trouble motivating them. If children are hungry, success rates will fall even further and more children will become stuck in the cycle of poverty.

This country does not need drastic welfare cuts, but educated mothers who can hold decent paying jobs. Yet the Republican proposal calls for denying welfare benefits to mothers under the age of 18. This will force them to either have an abortion or drop out of school and into a cycle of destitution.

It's very easy for those in Congress, or most of us in Shaker Heights for that matter, to tinker with other people's lives and tell them to get off their butts and get a job. We don't have to worry about where our next meal is coming from or even when we will next eat. We don't have to face the humiliation of shining someone else's shoes only to find that we still cannot pay the rent.

We must reform the welfare system by attacking the roots of the problems — inadequate schooling, a lack of role models, the prevalence of negative imagery. More teachers need to be hired in the inner-cities, minimum wage should be raised and health care benefits should be retained after a mother leaves welfare. If we really want to improve the situation, then we need to implement more job training programs and provide day care.

Perhaps we could cut down on the 25 percent of federal spending that goes to the military and invest some of that money instead into the future of our country: children. Children who, if subjected to the proposed welfare cuts, might not have much of a future after all.

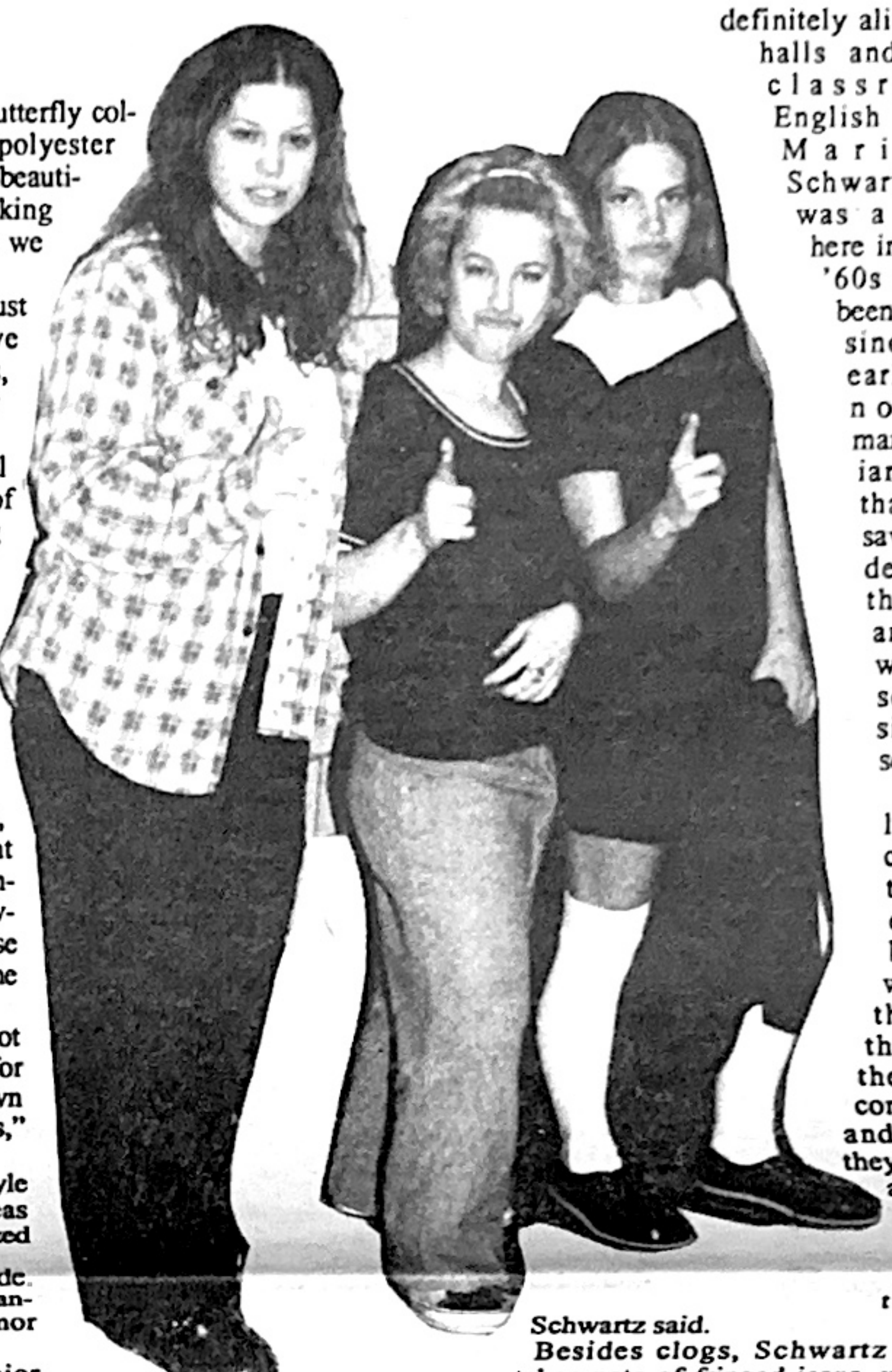
The all–time worst remakes of good songs

- ▲ Sheryl Crow's version of the Led Zeppelin classic "D'yer Maker"
- ▲ Ugly Kid Joe's cover of Harry Chapin's "Cats in the Cradle"
- ▲ Jimmy Buffet's calypso version of the Grateful Dead's "Uncle John's Band"

Let's go RETRO!

The fashions of the '60s and '70s make a comeback in high school halls

BY KATIE EDELSTEIN
Staff Reporter



Groovy... Flared jeans and bell bottoms... butterfly collars, baby-dolls, and corduroy hip huggers... polyester shirts, clogs, platform shoes... Yes, Marcia's still beautiful, Jan's still jealous, Peter's voice is still cracking and Cindy *still* has that annoying lisp. Now, can we *please* turn the channel?!

This isn't a scene from the Brady Bunch. Just like the Bradys, these styles from the '70s have returned to live in the '90s. Unlike the Bradys, however, they're well liked, popular and worn by many.

Having gone to high school in the '70s, social studies teacher Tim Mitchell is not exactly proud of his "look" back then and tries to avoid displaying pictures of his long haired, hippie days. One can imagine his surprise when he returned to teaching last year and found the '70s in style once again.

"I was stunned. The young ladies had on wide bell bottoms, big poofy sleeves and big collars. My worst nightmare had come true—these clothes had come back," Mitchell said.

Department stores are unloading short crops, short shorts and skirts, bell bottoms and peasant dresses, according to Nina Deumling, an area manager at Dillard's (Beachwood Place). It seems, however, that the most popular places to go for those polyester shirts are area thrift stores like Unique, the Salvation Army, Goodwill, and ValueWorld.

"It's more fun to shop at thrift stores because not everything's laid out for you—you have to search for what you like. Also, you're able to create your own style by putting together clothes from different eras," junior Suzannah Mathur said.

Identically impersonating the '70s is not the style students strive for. According to Mathur, the ideas and clothes come from the '70s, but in a modernized version for the '90s.

"I've never tried to model myself after a decade. It's a silly thing to do; you have to set your own standards. I wear the clothes I do because they humor me," junior Jake Fader said.

Dressing '70s can be fun, according to junior Meredith Solomon.

"It's my decade; I missed it," Solomon said. Junior Kristen Lamanna (Solomon's friend) finds the clothes Solomon wears when they go out quite humorous.

"One night she had on a short, tight, red [A-line dress] with white zippers and go-go boots and we went dancing at the Coz [Cosmopolitan]," Lamanna said.

But why the '70s? According to Duemling, comfort is in and in the '70s there was a definite stress on natural comfort. Also, the extremely low prices on '70s clothing at thrift stores attract students. Junior Kira Burns likes the attitude of the '70s.

"The '70s look was so cool. Everything had this fun, tight, sexy look that's energetic and carefree and reminds you of dance clubs. I guess we're trying to revive the feeling," Burns said.

The feeling of the '70s is definitely alive in the halls and in the classrooms. English teacher Marianne Schwartz, who was a student here in the late '60s and has been teaching since the early '70s, notices many familiar styles that she saw on students in the '70s and also wore herself outside of school.

"I love clogs. In the '70s everybody wore them, in the '80s they died completely and now they're back and I'm thrilled," Schwartz said.

Besides clogs, Schwartz has also taken note of fringed jeans, wide belts on hiphuggers, more men with long hair, women with long straight hair parted down the middle, some bell bottoms, sideburns and Afros.

"One thing I think that's a certain version of hiphuggers is how now guys wear their jeans pulled way down. I think it's indecent; hiphuggers weren't nearly as low and they were tight, not loose," Schwartz said.

Expressing freedom was the spirit of fashion in the '70s, according to social studies teacher Baird Wiehe, who has been teaching since '66 and had an Afro and a beard until '80.

"People threw frisbees and their bell bottoms swayed in the breeze; tie–dyed shirts were the color of the rainbow. If you wore a backpack then it meant you were heading out on the open road and making your way across America. Now everyone has bookbags," Wiehe said.

Trying to bring the Afro hairstyle back from the '70s, senior Dameon Freeman grew one about a year and a half ago.

"I wanted to see how many other people would grow one. I think it worked. There are a lot of people walking around with Afros now," Freeman said.

Luckily, there are some '70s fashions that have not yet come back, and hopefully never will.

"I had a powder blue leisure suit that I would wear of course with my white platform shoes with natural-grain wood bottoms and to impress the ladies, the big-collared, open shirts," Mitchell said.

Regardless of reasoning, somehow this "far-out" trend began. Senior Lisa Carlini believes the hype is caused by the media.

"At first it was the grunge thing [in Seattle]. Then in New York people started shopping at thrift stores, which led to '70s. Now it's just a magazine and media thing," Carlini said.

Schwartz traces the rebirth of '70s styles to the fact that fashion seems to repeat itself.

"It seems fashion always goes in 10-20 year cycles; I'm not the least bit surprised [that '70s have come back]. That which you laughed at a few years ago is back and you love it," Schwartz said.

Chances are in 20 years we will be cringing at the fact that our kids are wearing flannels and Doc Martens and watching reruns of Seinfeld, laughing hysterically. And who knows? Maybe they will make a movie like today's Brady Bunch Movie and we will still laugh and spend money to see it because the spirit of the '90s will be back and we will be loving it.

Shakerite photos by Laura Kushnick

CENTERPIECE
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SHAKERITE · PAGES 8-9

THE GREAT DIVIDE

Vietnam versus AIDS: Students, teachers compare generations

BY MARIE FRISOF
Staff Reporter

Bo and Moonbeam sat on the grassy knoll after a long day of anti-war demonstrations, smoking pot in a modified Indian peace pipe.

"I hope I get into college, man," Bo sighed. "I wanna stay out of Vietnam."

"Yeah, man," Moonbeam responded after inhaling deeply. "I heard you can't get good dope over there."

Conventional wisdom requires that we embrace Bo, Moonbeam, and the accompanying era with open arms, or at the very least, unquestioning minds. A spirit of activism and the so-called golden days of brotherhood are contrasted with today's supposedly uptight, unmotivated and uninspired youth. These differences are the result of societal change and students' reaction to today's environment.

Today's students worry about increasing domestic violence rather than the American involvement overseas that concerned older generations. Freshman Shonika Fair said violence is a greater problem today than it was when her parents were younger.

"They didn't worry about what we worry about. They didn't have the problems we have; violence and people shooting people up. We're scared now. At least, I am," Fair said.

Concerned not only with the impact crime, drugs and violence will have on her own life, senior Tiombe Garrett worries about the effect of crime on society.

"I worry about the criminal justice system," Garrett said. "They put people in jail for petty crimes. We pay to build more jails when what they really need to do is keep more people out of jail."

Students also talked about job security as one of the main differences between our generation and the preceding one. Although not worried about finding a job, freshman Adam Hill is concerned about getting a job that will keep him interested and pay well.

"Basically if you had a college education [in the sixties and seventies] you could get a job. Now people graduate from college and work at McDonald's," Hill said.

Science teacher John Schutter also noted the severe drop in future job security and said he was of the last generation where jobs hunted for employees instead of employees hunting for jobs.

For other members of both the preceding and current generation, job security is not as important as other concerns. Stephen Hill, father of Adam Hill, said avoiding Vietnam eclipsed anxiety for finding a job.

"When I was my son's age, Vietnam was a primary concern. We were worried that we were stuck in a war we shouldn't be in, and people were getting killed who shouldn't be killed...Staying out of Vietnam was more important than getting a job," Stephen Hill said.

Besides job security and violence, many students are worried about AIDS and other STDs, an issue they say was not a widespread concern when their parents were high-school age. Junior Kareema Reeder said she worries about AIDS because people tend to be ignorant about the facts.

"A lot of people have AIDS and don't know it, and people are careless. It makes me sad," Reeder said.

Both sophomore Rachel Posey and freshman Evan Schwarz said AIDS and STDs are an issue of greater importance to this generation than the previous one. Sophomore Tory Scott agreed, and added that people today have to be careful and practice safe sex.

Teachers and students were ambiguous about potential historical impact of each generation. However, social studies teacher Susan MacDonald said her generation will leave a more noticeable effect.

"My generation will have a much greater impact on history solely because of demographics. We are twice your size," MacDonald said.

On the other hand, science teacher Joe Marencik said the younger generation will have a greater impact.

"In science, the generation gap is not a big thing. You look at science in 50-year blocks. I think a lot of big advances will be made," Marencik said. "Socially, you will have a greater impact. Things have been becoming freer, more liberal. Now we have to discipline ourselves, and your generation will probably start that."

Michael O'Neal, father of junior Patrick O'Neal, said that the current generation of students does not have the rallying point that Vietnam provided for his generation, he does not think the lack of focus will cause societal problems. He also said that though society has changed between the generations, the concerns we have are basically the same.

"When I look back at some of what I did and some of what I was concerned with when I was sixteen, it's pretty much the same needs and desires [as today]," Michael O'Neal said.

Senior Emily Berens agreed and added that some adults are unaware of our shared concerns.

"Today, the older generation doesn't realize or doesn't recognize that we have some of the same goals. The stereotype of our generation is that we don't do anything– that we are a bunch of druggies and miscreants and juvenile delinquents," Berens said. "They don't understand us and we don't understand them."

Thirty years later, Bo and Moonbeam's daughter, Taylor, sat in her Pathfinder with her boyfriend Adam, smoking pot after helping to organize the annual AIDS walk.

"I, like, hope I get into Miami," Taylor whined. "I wanna get an internship down there when I'm done."

"Yeah," Adam agreed. "And I even heard the dope is like really good."

As the gap widens and morals change, parents notice

BY STEPHANIE HOLLOWAY
Staff Reporter

"You know, back when I was young..."

It seems we have heard this quote about a million times from our parents. The do's and don'ts of social behavior and attitudes have changed a lot since our parents were growing up.

One drastic change many parents note are differences in the dating scene. Parent Michele Hill said when she was younger, girls were expected to be shy and sweet and wait for young men to ask them out.

"Certain things were just taboo when I was growing up. A young lady never, never asked a young man out. She always waited until he had the confidence to ask her," Hill said.

Since the '60s there has been a steady increase in teen pregnancies. Many parents attribute this fact to the rising pressure students face to have sex. Parent Lee Makela said today it is automatically assumed that when two people form an exclusive relationship, they are engaging in sex. He said that assumption was not present when he was growing up.

"It was much easier to pair off because their was much less sexual pressure. Sex was never even considered in most relationships. Guys were happy if they got a kiss, but that was about as far as it went," Makela said.

Many parents said when they were growing up, "nice" girls just did not have sex. Another reason mentioned for teens avoiding sex in the past was that many activities were centered in the community. Hill said her parents had to meet the parents of the person hosting every party she attended. There was less time for unsupervised activities.

"Life was basically planned around public events. There were dances almost every weekend after the football and basketball games. I was on a committee that planned dances called the Swing and Sway," Makela said.

Alcohol and drug use has also increased in recent years. Most parents said in high school, they did not know anyone doing drugs.

"No one drank or smoke. I never even saw anyone drinking until I went to college. It was just unheard of," parent Carolyn Johnson said.

The generation of students today is often regarded as being lazy and lacking work ethics. Many parents feel morals have changed due to the images teenagers see of television.

"I feel morals are changing with the times. There is a lot more sex and violence on television and in magazines. I'm not as judgmental as most parents because things are always changing. What does bother me is teenagers' work ethics. We have given our children too much and they don't want to work for anything," Johnson said.

There have been numerous studies on the impact of TV violence, and the results are inconclusive. Many parents feel the increase in violent crimes directly correlates with the violent images teenagers see.

"Teenagers have developed a general insensitivity toward violence. They are not sensitive to pain, because they see it all the time in movies and so forth. But when I was growing up those images were real, lynchings were real. The realization is just not there anymore," parent Jennifer Morrison said.

Parents also voiced concern over a general lack of disrespect. Hill said young men no longer give up their seats to women and senior citizens.

"Young men call my house and don't even address me. When I was growing up a woman was never called [something other than] her name and foul language was never used around ladies. We are losing our sense of chivalry," Hill said.

It seems like the day will never come when we too will be saying to our own children, "You know, back when I was young..."

IKE

"I was in high school in the fifties, and we got all excited about 'I like Ike' in the presidential election. We believed in peace and prosperity, and thought the world was just fine the way it was. There wasn't any activism. In college we started getting excited about civil rights but not in high school. It was typical '50s."

–Linda Mayer, German teacher

COLORED

"I began high school about the same time as the Civil Rights movement started. I attended a 2,500 person school and was one of seven African Americans. During high school, my family took our first trip to the South to visit my mother's relatives. It was my first exposure to segregation, and it was just like in the movies. I remember to this day stopping to use the bathroom at a gas station, and being told to go around back. When we got there, there was a nasty bathroom with the sign "colored" over it. In my personal world and experiences there were things going on that were related to the bigger world."

–Ruben Henderson, social studies teacher

HOPE

"My fears and doubts in high school weren't so much about me as about the world in general. There was this huge issue of hope to make the world a better place, and I really believed I could make some contribution, however small. I still do."

–A. Jack Rumbaugh, principal

CHANGE

"There were two major concerns when I was in high school. One was the Civil Rights movement and the second thing was Vietnam. Both issues made you really focus outside yourself.

Growing up in the '50s, you had this Ozzie and Harriet idea on life; you know, government is good, the police are your friends, and in the '60s, you were all of the sudden shocked into seeing things that were pretty much reality-shattering. Instead of focusing so much on self, people were more focused on outside issues. We became the instigators of change."

–Robert Sylak, science teacher

BUSSING

"The Beatles came out when I was in the fifth grade, and it was a big thing for us. After that was Robert Kennedy's assassination and that was hard for me because in the black South, we really saw him as a helper, a saviour in a way.

I went to a segregated high school, and we were bussed past the white high school to get to our school. It was the times."

–Pearl Brundidge, custodian

STEEL

"The steel mills were an issue when I graduated because there was a lot of talk that they would close. Many young guys in my class were thinking of working there as an out, a way to make money quickly, but if they closed, it wouldn't be the same."

–Margaret Washington, English teacher

SPORTS

"Athletics was growing for women when I was in high school. My generation was the one that really jumped in and got involved. When I was in fifth and sixth grade and the boys were playing basketball and joining Little League, I got into it too. In high school all the girls were involved in sports. I quit cheerleading so I could be a jock."

–Jill Allen, Associate Athletic Director

IRAN

"Terrorism was really big in the news when I was in high school. Violence was more an international issue than domestic, there weren't as many gang [related incidents] or drive-by shootings as there are today. The whole Iran-contra issue was big then. There were attacks all the time, and we always heard about plane hijacks or car bombings with American victims."

–John Marnejka, English teacher

New album for Scarface, new movie worth price of admission

The Diary

Music Review

When flipping through the covers of compact discs at your local record store, you would not expect Scarface's *The Diary* to stand out among its peers.

It has no fancy artwork, no girls in thong bikinis, no graphic pictures of guns. It is strictly a black and white penciled picture of a blank room, with a book open on a pedestal. The delicate artistry on the cover is clearly an understatement of what lurks inside the case.

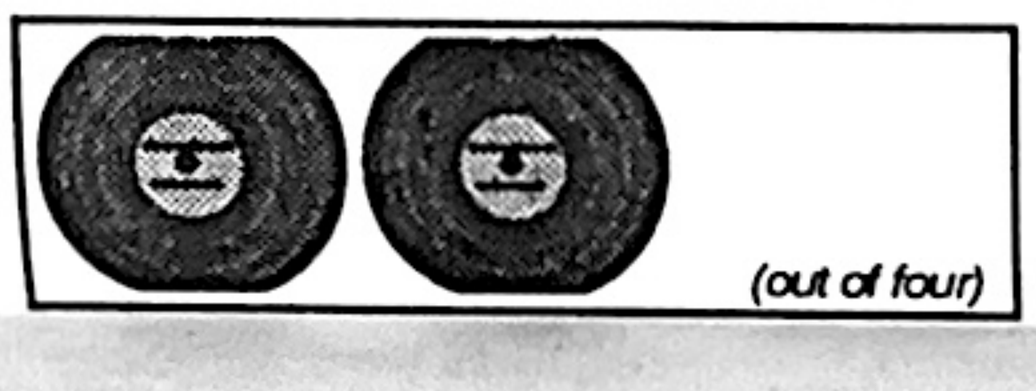
Scarface, formerly of The Ghetto Boys, teams up with Ice Cube on "Hand of the Dead Body." This track addresses the concept that the profane and graphic lyrics of rappers cause the harsh and dangerous actions of impressionable teenagers. Scarface feels that kids should take responsibility for their actions and society should stop blaming the rappers.

"I Seen a Man Die," the first single off *The Diary*, is one of the best tracks on the album. The way Scarface tells the story of a jailbird and his trials in prison grabs his audience's attention.

While the rest of the album is packed with phat rhythms and poignant lyrics, Scarface's voice is monotone at times, which takes away from the overall effect of his lyrics. Some of the lyrics are overflowing with bitterness and rage, but the sound level never gives the audience anything but a sense of indifference.

The Diary is a detailed account of the thoughts and views of Scarface. Be sure not to overlook this compact disc, because a compact disc should never be judged by its cover.

—*Leslie Simon*



(out of four)

Hideaway

Movie Review

The director of *The Lawnmower Man* has given movie viewers yet another special effects thrill ride in the new movie, *Hideaway*.

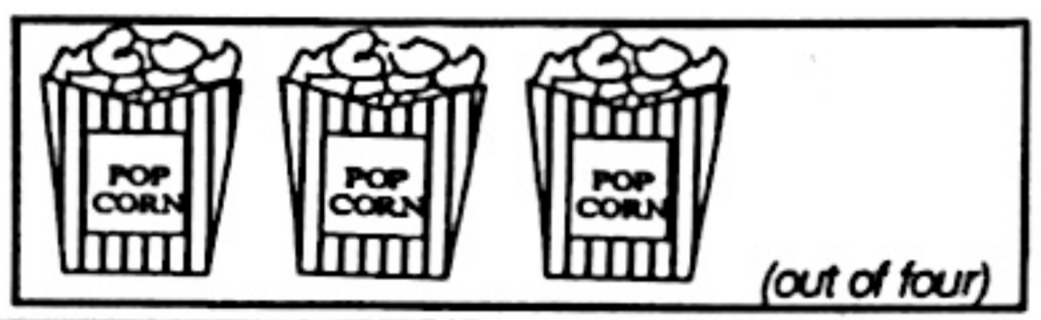
The movie begins with a car crash in which Hatch Harrison, played by Jeff Goldblum, is badly hurt and presumed dead. The doctor working on him uses a new, untested method to bring him back. The revived Goldblum becomes stricken with strange visions, and believes he is psychically connected to an evil force. This unknown force is after Goldblum's daughter Regina, played by Alicia Silverstone. After this, an all-too familiar battle between the forces of good and evil ensues.

Special effects are prevalent throughout the movie in the visions that Goldblum has. Although the basic theme of the movie is unoriginal, the directors deserve credit for going all-out with the special effects. The movie stays suspenseful by slowly giving more information about the mysterious evil force.

The music is an odd mix of horn dramatics and heavy metal. Although it sounded strange, it worked well for the movie. The setting of an unidentified city near the mountains also set the suspenseful mood.

Overall, this is a decent movie, even though its characters were thin and contrived. The plot continues to give clues about the mystery surrounding Goldblum's treatment. Also, *Hideaway* has some unexpected plot twists near the end which keep the viewer guessing. This is a movie that is worth the price of admission for anyone looking for a good action suspense movie.

—*Ned Sackman*



(out of four)

Too bad, not much to do in the spring

BY JONATHAN HARRIS
Co-Arts & Entertainment Editor

What's Goin'On?

Finally, it is officially spring. Unfortunately, there are not that many events going on that there are still tickets available for. Here are a few club dates worth knowing:

- **Throwing Muses** April 21, Odeon (with special guests Ass Ponys)
- **Ekoostik Hookah** April 20, Odeon
- **Queensryche** April 18, CSU Convocation Center

Although there is not much to do musically, there are still the fun things that go with spring: hiking in the MetroParks or going to the zoo are examples of things that are always way cool, dude.

Dance Club jams to the beat of a different drummer

BY JESSICA WEEKS
Staff Reporter

Sneaking through the dance room to buy a pop after tenth period, we see them. They twist. They turn. They spin. They leap. They are....Dance Club.

Although they only seem to emerge on stage in front of the whole school once a year, during their annual assembly, these students are hard at work all year. Using hip-hop, jazz, classical and even Broadway-inspired dance elements in their routines, the Dance Club grooves to music ranging from Janet Jackson to Tori Amos.

The club consists of 30 students and their two advisers, Pamela Corbin and English teacher George Harley. Corbin has been working with the club for 12 years and has been head adviser for seven years. Besides her work at the high school, she said she teaches dance lessons around the city and is currently with a dance company. Harley has been assistant adviser for five years.

During "regular season," the club meets four times a week from 3 p.m. until 5 p.m. In the period directly preceding their performances, however, they meet five or even six times a week and the rehearsals extend until as a late as 7 p.m.

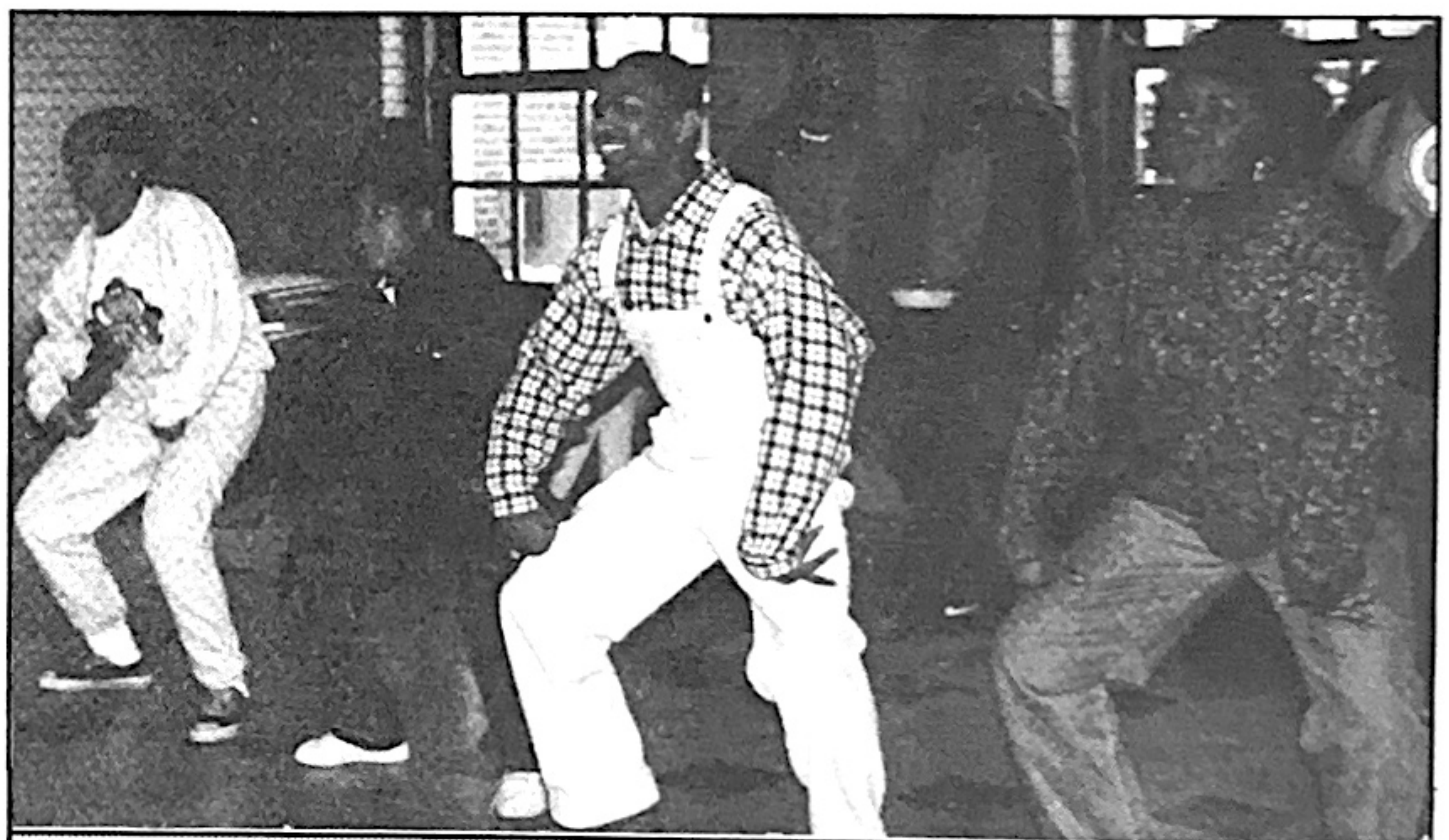
The students are currently preparing for an upcoming spring performance, according to Harley. This show, "A Concert in Dance," to be held on April 21 and 22, has a thematic format, where each dance has a specific theme such as love or destruction of the environment.

Dance Club is unique in the aspect that the dancers participate extensively in the choreography. Even dancers with less experience are given the opportunity to incorporate their own dance moves. They also help bring out the mood and themes of the dances by determining the staging, lighting and costumes for their numbers. Harley said the advisers guide the students who who feel insecure about their choreography and help them in any way possible.

Although some club members consider dance only an afterschool activity, others plan to pursue it in the future. Many of the dancers take private lessons and several have been interested in dance as a career for many years.

"Some dancers have already been scouted," Harley said. "They plan to pursue a dance career and have been finding success so far."

Seniors Keith Oliver and Telisha Lefloria are two such students. As president and vice-president of the dance club respectively, they have made dance a big part of their lives and are planning to continue to be involved with dancing after high school.



DO YOU WANNA DANCE? Members of the Dance Club warm up before their daily practice. The club, which is always looking for new members, meets in the dance room after school four times a week from 3-5 p.m.

Shakerite photo by Laura Kushnick

Oliver started dancing seriously about five years ago and considers dance club "a lot of fun."

Lefloria said she has been dancing since she was three years old. Planning to minor in dance in college, she said she enjoys ballet, tap, jazz, modern dance and improvisation.

"We do all different kinds of dance [in dance club]. My favorite kind of dance is jazz," Lefloria said. "I hate hip-hop, but I can do it if I have to."

Both students and advisers agree that dance club is not all work, but also an occasion to relax and meet with friends.

"We believe in being able to sit back and enjoy ourselves," Harley said. "There is great comraderie within the group...we can all laugh at our mistakes together."

Oliver and Lefloria both said that they socialize with fellow club members outside the dance room. The club meets before performances for pot-luck dinners and will have a party afterwards to celebrate, according to Harley.

Besides physically rehearsing technique and style, the group finds time to see professional dancers together, such as the Ohio Ballet.

Harley said it is important that the school continue to give the club adequate funding.

"The arts are a thriving mechanism for all of us,' Harley said. "It shapes our lives, our spirits and our souls."

Club members also expressed concern about the lack of independent study availability for dancing. Lefloria said she felt that dancing was exercise and the members were always moving around, just like they would be if they were taking gym.

So even if your sense of rhythm is a little off and sometimes you feel like you have two left feet, if you are willing to work hard, dance club is an uplifting choice. Remember, according to Corbin, "If you can move, you can dance!"

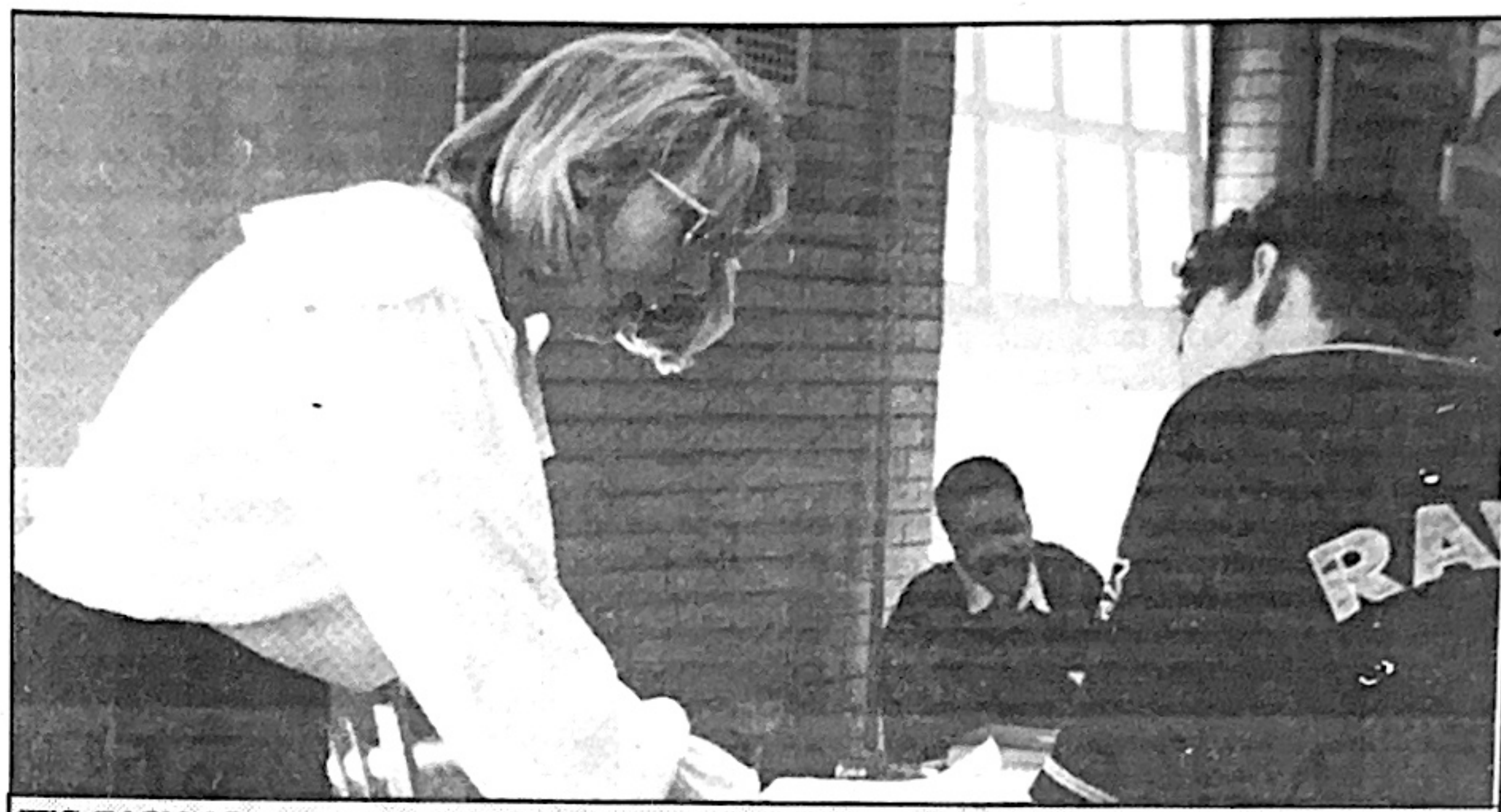
Spring Pessimism:

"When my ship comes in, with luck I'll be at the airport." –John Adey
"Cheer up, the worst is yet to come." –Philander Johnson
"No matter how you wiggle and dance, the last three drops will go down your pants." –Unknown
"There's nothing wrong with teenagers that reasoning with won't aggravate." –Unknown
"This, too, shall pass– just like a kidney stone." –Hunter Madsen

Shakerite source: Expect the Worst by Eric Marcus

Student teachers learn the ropes

BY DEBBIE LIBMAN
Co-Feature Editor



IT'S EASY AS 1-2-3. Student teacher Amy Thompson helps a student with his work. Thompson teaches 10 CP Biology.

Shakerite photo by Laura Kushnick

She glances across the room, a bit nervous, but ready to teach. She is not sure how the students will react. Will they accept me? Will they like me?

As time passes, though, this student teacher learns the ropes and loves what she is doing.

"I love [student teaching] very much. I enjoy being with all the kids," student teacher Amy Thompson said. "I'm very much open to see the students learn."

Thompson, who has worked this semester with 10 CP Biology, said that she feels she is getting something across to the students in her classroom.

Student teacher Leah Hager currently works with 9 CP English and 10 Humanities. She said that she has become more conscious of the students' needs.

"My awareness of the students has grown. You have to learn how to be aware of each one. That's something you have to acquire," Hager said.

Hager added that she has gained a great deal more respect for teachers than she had as a regular student.

"Respect comes with your personal report," Hager said.

Patrick McNulty, presently a substitute teacher, said his experience student teaching in English first semester was certainly worthwhile.

"On a scale of 1 to 10, I moved to an 8 because all that I do reflects what I learned from student teaching," McNulty said. "It was very affirming, and any uneasiness I had [about teaching] was eliminated. I knew more than ever that this is what I wanted."

English student teacher Lisa Palmieri agreed with McNulty.

"I think student teaching has confirmed for me that teaching is the career for me," Palmieri added.

Palmieri, who teaches 12 AP English, Film as Art, and 9 Humanities, said that for her, teaching is fun and something she would like to continue in the future.

Although the student teacher is at school to learn the ropes, their mentor teachers often learn new techniques, as well.

"I'm always learning," English department head Jon Bender said.

Bender is Palmieri's mentor teacher.

"I look at the fact that, as teachers, we should always be growing professionally. It gives me a different look at things. It gives me the look the student teacher has," Bender said.

English teacher Steven Fox added that it is important for experienced teachers to train new teachers.

"If we as a profession don't undertake [the training of new teachers], I expect we'll end up with teachers we're not satisfied with."

An integral part of teaching is the idea of discipline, an aspect of the job that student teachers must learn.

"By being here, I've learned what you can let go and what you can't," Thompson said.

Thompson said she has a better understanding of what kids go through and the discipline necessary to keep everything under control.

"As a teacher, I learned probably 95 percent of [the skills involved in teaching]. This is where theory becomes function," McNulty said.

Mentor teachers find advantages and disadvantages to the school's student teaching program.

"[Student teachers] tend to be enthusiastic and energetic," Fox said. "They bring something fresh to the classroom that's good for everybody."

Fox said that in his class, he arranges the material at the start of the year, and the student teacher picks up the curriculum where he left off.

On the other hand, Fox said student teachers are not always familiar with the material and with classroom management.

Though the student teacher may be exciting, there is some loss in the curriculum.

Fox said that he disagrees with the system of student teaching at school because it divides a student teacher's schedule between two teachers. This method may show the student teachers two different teaching styles, but in reality they lose the experience and workload of a real teaching job.

For a student on the verge of entering the teaching profession, student teaching can be an eye-opening experience.

"When something goes right, it goes so right," Hager said. "Then the payoffs are huge."

McNulty agreed with Hager.

"[Student teaching] is a warm experience because you are meeting extremely warm people," he said.

Warm people and huge payoffs. Content with this job well done, the once nervous student teacher can enter the teaching profession ready and eager.

Just a little respect: substitute teachers step in

BY SEEMA SHAH
Co-Feature Editor

Imagine being in the middle of a great dream, tucked underneath the warm blanket with still about an hour left to sleep.

Then the phone on the bedside table rings, the dream is over and any chance of going back to sleep is ruined.

Such can be the morning of a substitute teacher.

"Sometimes it is hard getting the call at 6:30 in the morning. . . [one teacher] wanted me to substitute for his physics class and he was explaining the problems the students would have to do," Cathleen Caswell said.

Caswell said she did not know much about physics, being an English major, and that she had to leave it up to the students to figure out.

Substituting for a class which they do not know much about is a common problem for substitutes.

Margot Schulz said she loves to teach French because she is a French teacher but in classes such as math, the students sometimes teach her.

Although students and substitutes can learn from each other, there can be problems as well.

"In some classes, I'm treated as a regular teacher. Kids assume I'm there to teach, and they treat me that way," Schulz said.

In some classes, however, Schulz said she has been faced with students doing things like throwing chalk and paper.

Substitute Loretta Morrow said she feels the same way.

"[I get respect] from the majority of students but there's always an element that does not [give me respect] and that makes it hard for a substitute," Morrow said.

Substitute Darcy Sweatt said the degree of respect she gets depends on the class.

"I've had more [good] days than bad days, but bad days can be really bad," Sweatt said.

Sweatt said she expects respect, but it is hard to get because students play tricks on her.

"I know how students behave. Kids try to get away with a lot. If one kid goes to the bathroom, everyone has to go," Sweatt said.

Substitute Patrick McNulty agreed.

"I think some kids wish to challenge my authority, but ultimately I get where I want to be– always by the end of 50 minutes," McNulty said.

Substitute Rita Smith said she does not expect a lot of respect because when the regular teacher is absent, students consider it to be time off.

"I don't think we can demand respect. We have to earn respect," Smith said.

When she does not get respect from students, Caswell said it can be disappointing.

"[Substitutes] are working towards teaching. It's so depressing when you get the attitude, 'oh, you're nothing,' and you think, 'I'm certified, and I'm trying to make ends meet,'" Caswell said.

Part of getting respect depends on what a substitute does in the classroom.

Caswell said that she prefers lesson plans rather than giving students free time.

"I would prefer a lesson plan. . . it makes it more interesting. Some students were fine with [my teaching], but others had the attitude of, 'she's a substitute, and we don't have to listen to her,'" Caswell said.

Morrow said she also prefers teaching but that specific lesson plans are essential.

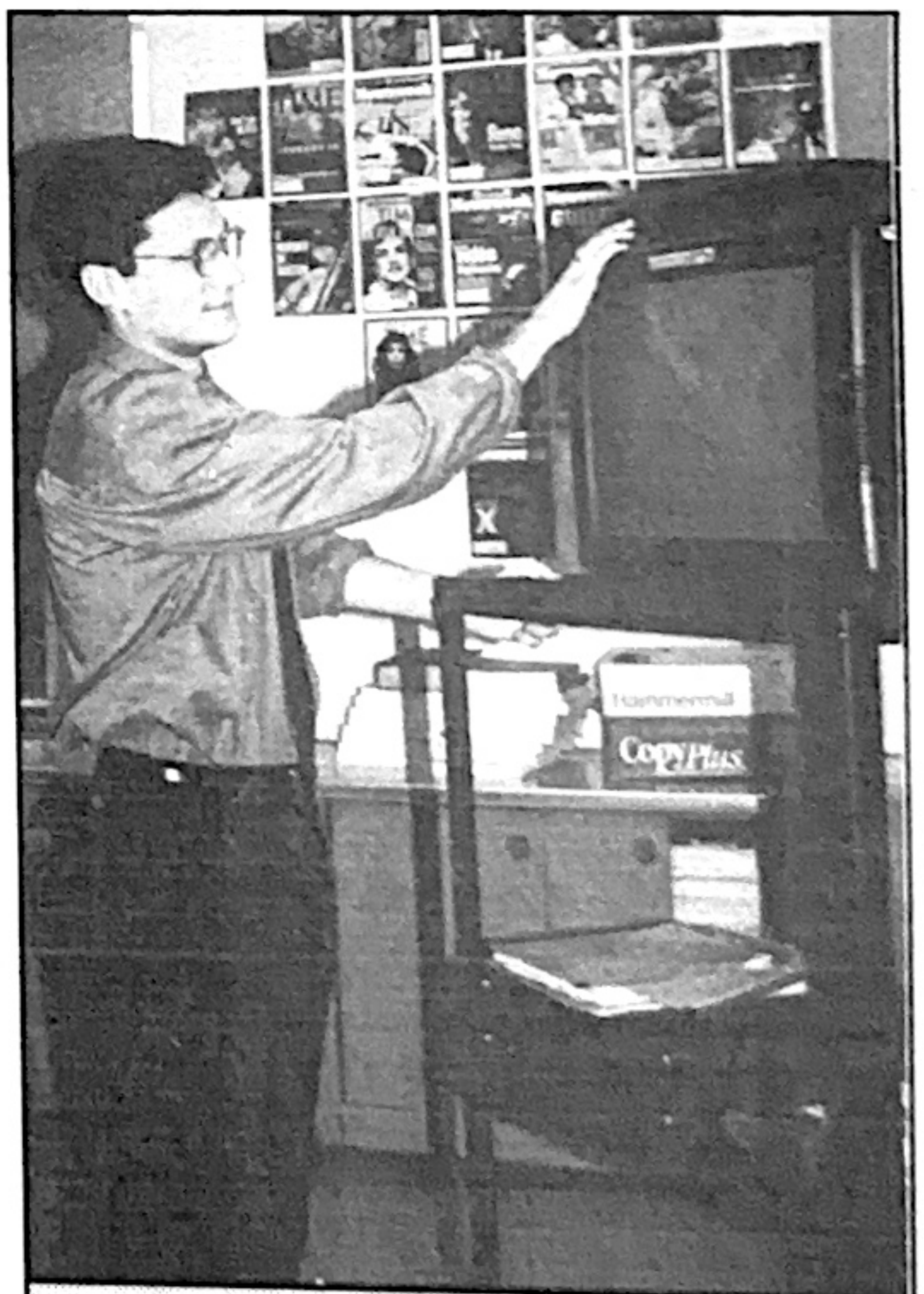
"I enjoy teaching if the teacher has something there I can work with," Morrow said. "The biggest problem is that the [teacher's] plans are not specific enough. Nowhere is there a guide that says, 'This is a routine for my class.'"

Substituting here, however, has been a positive experience for most substitutes.

"I come here because I love it. .it's the only place I go," Schulz said.

McNulty agreed.

"Shaker always has top billing for me," McNulty said.



ROLL THE FILM. Substitute teacher Patrick McNulty prepares a VCR so his class can watch a movie.

je vous en prie.
ÇA NE VOUS DÉRANGE PAS QUE JE FUME?
NON. SI ÇA NE VOUS DÉRANGE PAS QUE JE TOUSSE.
100 ciento (cien)
101 ciento uno, -a, un
115 ciento quince
116 ciento diez y seis
200 doscientos, -as
300 trescientos, -as

Foreign language opens up a new world

BY RACHEL ZINN
Staff Reporter

It is time.

The student's heart beats faster as his anxious gaze falls upon the blank schedule before him. It is time– he must scribble the name of the language that he wishes to study.

Students have different reasons for choosing a particular language. The possibility of travel is a common motivation.

"I think many kids take German because of the opportunity to travel. We offer both a three week and an entire semester trip to Germany," German teacher Mary Ashcraft said.

Sophomore Brad Keys agreed that travel played an important role in his choice.

"I chose Spanish because I would one day like to travel to Mexico and be able to speak their language," Keys said.

Another benefit of some foreign languages is that they may be useful to students later in life. Junior June Hwang decided to take German while continuing her study of French from the middle school.

"I lived in Germany for a few years, so I wanted to take German as well as French. Also, I think a foreign language should be useful in the future. French is pretty useless, but German could be a good language for business," Hwang said.

Sophomore Mike Malangoni also cited practical reasons for choosing Spanish.

"Even in Cleveland, taking Spanish gives you an edge over others when you apply for a job. In every major American city there is a significant Hispanic population. Spanish is really the second language of the United States," Malangoni said.

Others feel that language is a way to learn more about their heritage.

"My grandfather came here from Germany in the 1920's. My taking German is a way for me to get in touch with my cultural roots," sophomore Lindsay Block said.

Spanish teacher Kimberly Ponce de Leon agreed that languages can be a window into other type of society.

"A lot of times kids seem the most interested in culture and people," Ponce de Leon said.

Latin teacher Jane Ulrich had her own ideas about why kids sign up for Latin.

"I think the real reason that kids take Latin is that they have heard good things about it from other students, or else their parents force them," Ulrich said.

Junior Dan Wilson agreed that some students are not permitted to use their own judgement.

"My parents made me take the class. When the hell are you going to speak Latin unless you go talk to the pope?" Wilson said.

Senior Telisha Lefloria, however, noted that there are advantages to Latin.

"Colleges are impressed when they see that I am a black female taking Latin. The majority of black females take Spanish, so Latin makes me stand out," Lefloria said.

Some students even use their choice of language to express their individuality.

"I knew that I wanted to take a spoken language, and everybody was taking Spanish, so I decided to be different and take French," sophomore Cynthia Forquer said.

Once the dreaded decision had been made and a language had been studied, students had a variety of reactions to their chioce of classes.

"The Latin language is dead, as dead as dead can be. First it killed the Romans, and now it's killing me," junior Billy Fallon chanted.

Teachers can often make a difference in students' reaction to their class.

"If a teacher is interesting, then you'll want to learn the language, but if they're really boring and make mistakes all the time, then you won't really want to listen," freshman Tiara MacPhereson said.

Making the decision about what language to take may be scary, but it can open up a *world* of possibilities.

it's all greek to me
die Katze

Foreign language teachers share worldly knowledge

BY NICOLE SUTCLIFFE
Staff Reporter

Walking through the third floor you might hear a song in French, see Spanish students dancing or some Latin scholars playing vinco (a Latin version of Bingo). All of this is just a normal day for these foreign language classes.

According to Spanish teacher and Department Head Norma Guice, a foreign language should be interesting so that the students become more involved with the language and culture surrounding it.

"I feel teachers need to teach [their language] in such a way to make it so that the students learn to get interested in the subject, not just the language. They should learn to see it used in all perspectives," Guice said.

Some ways in which teachers accomplish this goal is through songs, movies, speakers, food and games.

"I teach from songs to art, poetry, drama, cooking, board games and cartoon strips. I don't care as long as it is using the target language," Guice said.

French teacher Ruth Berger agreed with Guice and also feels that even some methods of elementary school teaching are effective.

"There are so many techniques of elementary teaching that can be used at the high school level. Games for vocabulary, art projects, using pictures, making it meaningful," Berger said.

Berger's students have pen pals in the French classes at Cleveland Heights High School, they watch movies in French, create their own dialogues, and this year in French V, students read *The Little Prince* and then proceeded to write their own book of planet stories.

Some students feel these methods are a good way of telling how well you really know and understand your language.

"We watch movies in French like *Back To The Future*. If you understand the movie and what the people are saying, you can tell how far along you are and what you need to work on. It is something to which you can measure yourself against," third year French student sophomore Ruth Fischer said.

Besides movies, some Spanish classes watch a Spanish soap opera which comes with a textbook for further enrichment and understanding.

Other teachers such as French teacher Lynne Shima use repetition, signs, review and dialogues to enhance the learning process.

"We use the overhead so everyone can see, and signs are placed around the room. These change regularly to coordinate with the chapter being studied," Shima said.

In languages that are not spoken, such as Latin, other methods of teaching must be used. According to Latin teacher Jane Ulrich, it is hard to use conversational Latin because it is a dead language, but tries in the more advanced classes.

"This year [the students] did a menu and an architecture project. In the past they have done mythology stories, and I have had them do newspapers," Ulrich said.

According to sophomore Matt Youngner, a third year Latin student, a lot of the work done is individual and is extremely effective.

"There is a lot of hands on work experimenting on our own with translations. We try to figure it out and get help when we need it," Youngner said.

According to German teacher Mary Ashcraft, understanding the language and culture is important.

"My students are successful when they go to Germany; They are successful in becoming accustomed to life and school there. . . I think the most important thing is that the kids learn to appreciate and understand a different culture, even grow to love the foreign culture," Ashcraft said.

Not all the classes are fun and games. While the teachers strive to be creative, there are certain things that must be done in the process.

"I use anything, any medium, any text, and try to get feedback from the kids. We fight battles between how much of one thing we have to do. My motto is there are some things that have to be done. Speak, but speak well, not just to communicate; it is how well you communicate," Guice said.

Different teachers have their own techniques.

"I used to be completely driven by grammar, and now I approach the material I need to teach through a topic," Ashcraft said.

Guice feels that flexibility is an important part of good teaching.

"Teachers try to see what is most effective. Every year a group's dynamics change, then you select. There is no hard fast rule, it depends on who your audience is," Guice said.

LA FORCE DE L'ÂGE
Listen to Student Activity Tape, *Chapitre 4*, and complete the corresponding Student Activity worksheet in your workbook.
Appendice A for a vocabulary of active chapter for each chapter that the listing *Divers* category includes a miscellaneous words or expressions used throughout the three lessons.
SARDINIA

Shakerite artwork by Amy Johnson

Shakerite sources: Bravo, deutsch aktuell 2, Three Years of Spanish and Latin for Americans

FYI

Help lines are telephone numbers you can use for quick information and help with problems you cannot answer yourself. These numbers are used for emergencies as well as informational purposes. The following is a brief list of numbers. For a detailed list, check your local library.

EMERGENCY:
911

BATTERED WOMEN HOTLINE:
391-4357

CHILD ABUSE HOTLINE:
696-5437

DRUG INFORMATION HOTLINE:
391-5800

RAPE CRISIS CENTER:
391-3912

SUICIDE PREVENTION: (PSYCHIATRIC EMERGENCY)
229-2211

AIDS NATIONAL HOTLINE:
1-(800)-342-2437

ALCOHOLICS ANONYMOUS:
241-7387

NATIONAL RUNAWAY SWITCHBOARD:
1-(800)-621-4000

LEGAL AID SOCIETY :
687-1900

PATIENT ABUSE:
642-2873

SEXUALLY TRANSMITTED DISEASES:
1-(800)-227-8922

Students appreciate the services help lines offer:

- "They're good for kids who can't go to their parents for certain issues," senior Julia Rossi said.
- "It's good for people who can't get help from other people because they know it's always there," senior Chatasha Daniels said.
- "I feel that you don't need them because you can solve any problem yourself," senior Daryl Cleveland said.
- "I feel that they should have more advertisements because many people don't know they're there," sophomore Rashad Burnley said.
- "A friend of mine is being harassed by a music teacher, and I think calling would help," junior Brian Snyder said.
- "They are very helpful. I know some people who have called help lines," senior Dan Moss said.
- "Considering I didn't even know they exist. . . I don't know how they can really help when people don't know they're around," senior Kate Fleming said.

These are just a few of the places you can call to get help if you have any problems or need any information.

Help line facts compiled by Anne Zrenda

Shima teaches French with a smile

BY SEEMA SHAH

Co-Feature Editor

IN PROFILE

Seated behind a desk amidst a wire basket brimming with worksheets, books, a thermos of black coffee and festive knickknacks, French teacher Lynne Shima, red pen in hand, seemed intent on grading papers.

The gold bracelet dangling from her wrist, a present from her husband Richard, sometimes tapped the desk as she worked.

Occasionally, she would look up from her work and glance at a student who was struggling with his homework.

Behind thin wire glasses, her green eyes were attentive.

"Did you get number one yet?"

He shook his head.

Shima helped him find the answer, and he copied it into his notebook.

"See how easy that was? Put a smile on your face– be happy while you do your work," she said.

In order to ensure that her students are motivated, Shima does her best to decorate her classroom in a way which corresponds to the lessons she is teaching.

"I think it's important to inspire students to look around at whatever they're studying in the lesson. I try to put up different displays depending on what we're studying," Shima said.

Shima knew she wanted to teach when she was in fourth or fifth grade.

"My teacher was going to Florida over winter break, and I thought that was nifty. I wanted to be able to do that," Shima said.

The decision to teach French came later.

Shima took French for the first time in eighth grade. She started corresponding with a pen pal in France, Chantal Lecointre, at the same time. Today, Shima still has the same pen pal.

During her trips to France, Shima has visited her pen pal, and her visits with Lecointre have been memorable.

"We picnicked on the beach in Nice. We went to the lower Alps and walked through the mountains picking flowers. We just enjoyed the mountain air," Shima said.

French, however, was not the only language Shima studied. She studied two years of French, two years of Spanish and four years of Latin in high school.

"I had considered [going into] Latin but it was becoming less and less popular at the time. French was the language, it was a la mode," Shima said.

During high school, Shima said she was very active in theater, and she dreamed of one day being able to go to France.

After graduating from high school, Shima left her home in Ashtabula, and attended the College of Wooster. She later attended Case Western Reserve University. Shima also did summer studies at McGill University in Montreal.

In '83, Shima traveled to France to start a program in which she would be able to obtain her graduate degree.

Shima returned to France for the next eight summers, and said her time there was the most influential in her life.

"[The family I stayed with] always wanted to help me with my homework, and they would check up on me like real parents," Shima said. "Every summer was memorable to me because they did extra special things to make my time there more interesting."

Shima belongs to two associations for French speaking people, and she returns to France as often as she can.

Shima has been teaching here for nine years and she describes her normal day as long and hectic.

BONJOUR. French teacher Lynne Shima encourages students to try.

Shakerite photo by Laura Kushnick

"Between washing, ironing and going to the grocery store, I read, I like to cook and I do a lot of baking," Shima said. "[It makes me happy when] I bake something and it comes out the way it's supposed to come out."

Shima said she is also a frequent donator of blood, and she has given almost 12 gallons.

Shima's dream of going to France was fulfilled but another need– her wish for a family was not.

I wish I could've had a family," Shima said. "My students [are my only kids]."

The figure seated behind the same desk and surrounded by the same things was suddenly different as she leaned back in her chair.

Her green eyes, so attentive, teared as she smiled.

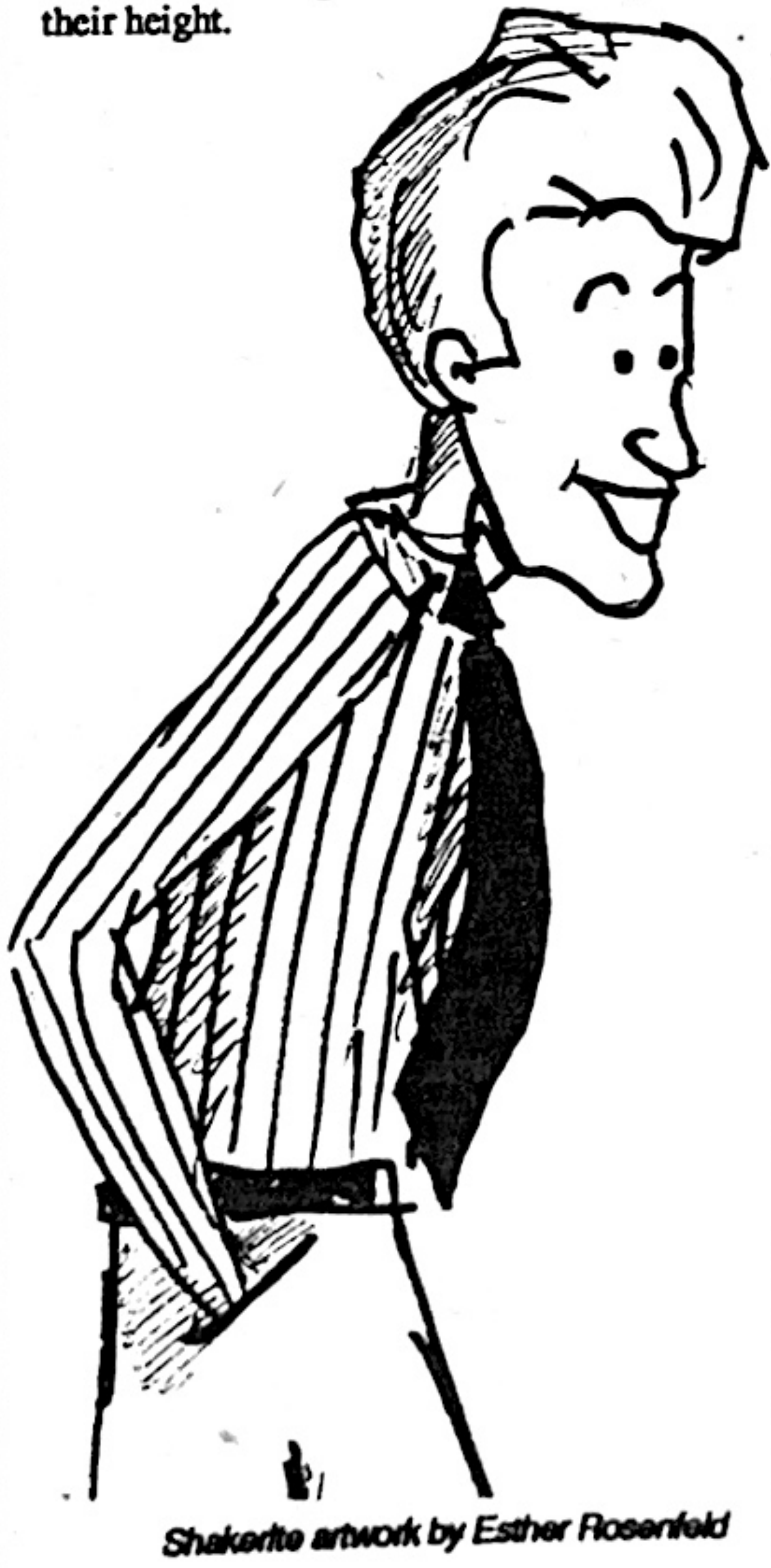
There were still a few students struggling with their work, half a stack of papers to grade and she needed to get them done.

Short and tall: people come in many sizes

BY SARAH LEVIN

Staff Reporter

Whether it's being able to see over everyone else in the hallways, or constantly being thought of as younger than your own age, short and tall students pointed out both advantages and disadvantages to their height.


Shakerite artwork by Esther Rosenfeld

Giant, Skinny Bones, Tree...

"Some advantages to being tall are you stand out in a crowd, and you can see things better, but it's also easy to bump into people," sophomore Matt Turnell said.

Sophomore Glen Hunter also enjoys being tall.

"I like being tall. When you're tall you can intimidate short people and sports are easier," Hunter said.

English teacher Billie Hart pointed out more advantages to being tall, though she sighted some disadvantages as well.

"I can reach the top shelves of my old fashioned kitchen, and I can see eye to eye with a lot of high school students. A disadvantage is that one year teaching nursery school I nearly broke my back [from having to lean down]," Hart said.

Junior Hannah Strange said being tall can sometimes be awkward.

"An advantage to being tall is that when you're older you'll be taken more seriously. It's uncomfortable now because most of my friends are short," Strange said.

Shorty, Shrimp, Shortstuff...

"Since I am short, often I get into movies cheaper and still get happy meal toys because I appear much younger. While this appears to be an advantage it also becomes a disadvantage when people begin to think that I am actually in eighth grade," sophomore Jessica Auerbach said.

Junior Lauren Kirschenbaum agreed that it is often advantageous to be short, but finds that she is often believed to be younger than she really is.

"When you're short, clothes are cheaper, and you can get hand me downs from friends. Also, you can get into movies cheaper. A disadvantage is that people always think you're younger. Police always ask to see your license," Kirschenbaum said.

Senior Toby Kramer finds being short rather disadvantageous.

"I hate being short because I want to be able to see in the hallways, and a lot of clothes are made for tall, thin people. I've come to accept my height, though," Kramer said.

Science teacher Paul Repasy feels that short women are accepted much more in today's society than short men.

"I think there's more advantage to being tall. In our society tallness is favored over shortness, especially in men. I think men find tall or short women equally attractive, but women favor tall men," Repasy said.

Sophomore Matt Henoch had different views on being "vertically challenged."

"It's sometimes hard not being as tall as some of my friends, but I don't really consider myself to be short," Henoch said.

These days, it doesn't seem to matter whether you're tall or short, but either way, you can be guaranteed to have problems!

Top five new varsity sports

5. An auto race to McDonald's and back, in under 23 minutes
4. Speed cleaning the cafeteria
3. Freshman dodging in the hallways
2. PDA
1. Entering the office undetected through the staff-only door

Raiders ready for spring season

BY SCOTT FULLER AND BRENDAN MASINI
Staff Reporters

Men's lacrosse

◆ Games at Boulevard
◆ First game on April 13 at Walsh

It's the same old story: players come and players go. As the old players graduate, they are soon forgotten as new ones come and take their place. This year, however, the wave of new players joining the men's lacrosse team will find difficulty filling the shoes of the old — Dan Glasson, Will Glasson and Dan Netzer.

These three graduates of the class of '94 will be missed on this year's squad, though by no means is the team lacking in talent without them.

Three starting defensemen are returning this year. They are seniors Chris Kalafatis and Jason Sable and junior Chris Moore. Starting senior goalie Ben Lind and Chris Morgan, the team's top scorer are also coming back this season.

"Our attack is much weaker," sophomore Phil Toomajian said, "but this is the most committed team I've been on so far."

The return of these players is not the only reason why the team remains upbeat; the upcoming season will mark the first time in four years the lacrosse team will battle rival University School. Five years ago, a fight broke out between the two teams during a match, and as a result the schools have waited for all of the players from that game to graduate before playing each other again.

"I'm looking forward to playing U.S.," junior Billy Fallon said. "The competition will be fierce."

The lacrosse team has new coaches this year, as well. Craig Gallagher, last year's assistant coach, is now the head coach, and Steve Duray is the new assistant coach.

Moore is optimistic about the season.

"Well, we've lost several of our top scorers from last year, but we have a new, and definitely improved, coaching staff," he said. "With this, and a strong freshman class, I believe we will improve on last season's 10-7 record."

Women's lacrosse

◆ Games at Woodbury
◆ First games in Baltimore, Maryland between April 1–9

With a flick of the wrist, the ball is in flight, sailing through the air until abruptly stopped by the back of the goal. Shaker women's lacrosse has begun preparing to defend their midwestern lacrosse championship.

For the past three weeks, the lacrosse team has been practicing both outdoors and in the gym to get ready for their upcoming season. Training regimens include running laps around the track and drills to improve passing and scoring abilities. With strong teamwork and intense practice, the team should put up a strong defense of their midwestern title, sophomore Jennifer Mulligan said.

Last year the team finished 18-0-1 and won the midwestern title. This year's team hopes to maintain last year's dominance.

Although many players graduated last spring, a core of veterans have returned to lead this year's squad. Team members are senior co–captains Sarah King and Kara Moskowitz; juniors Allegra Apple, Clo Ewing, Gill Grim, Heather Landers, Tonia Porras, Melanie Vail and Jennifer Webb; sophomores Nawal Atwan, Patty Eppich, Cristen Means, Mulligan and Emily West; and freshmen Beth Moore, Kathryn Tynes and Megan Vail.

"It was hard because there was a lot of competition for spots on the team this year," Mulligan said of this year's tryouts which were held in the girl's gym.

Ewing, the team's new goalie should help the team, according to Webb.

"Clo is the new super goalie," Webb said.

Mulligan has a positive outlook for what lies ahead this year.

"Players are looking very good this early so this year should be a very promising season," Mulligan said. "Our goals this season are to uphold the reputation that has been set by Shaker lacrosse teams in the past."

Webb also has high expectations.

"We're going to be number one in the midwest this year," she said.

Baseball

◆ Varsity games at high school, J.V. games at Mercer
◆ First game on April 3 at home against Cleveland South

Beginning Feb. 27, the boys gym was filled, not with the thundering sound of basketballs on hard wood, but with the crack of baseballs and players vying for spots on this year's varsity baseball team.

The players were judged on speed, fielding ability, hitting and throwing speed and accuracy.

Losing only five players to graduation, the team had few open spaces.

Last year's team had the second most wins in the team's history with a record of 24–5. With so many returning players, the expectations for this year's team have been set high.

"Our overall team looks better than last year," senior Phil Rosenbaum said. "I've never seen our team hit so well this early in the season."

The returning pitching staff dominated many opponents last year and hopes to do the same this season.

"The pitching staff is the best in the league," junior Matt Guerrier said. "We have two number one starters and many good young pitchers."

The players on the list of this year's varsity squad are seniors Brian Sowell, Brad Forward, Phil Rosenbaum, Sean Malone, Andy Pohl, Mike Town, Preston Reeze, Cullen O'Brien; juniors Guerrier, Max Axler Mike O'Loughlin, Ben Simon, Ryan Gohmann, Travis Ribar, Matt Dowling and David Pitman; and sophomores Ben Friedell and Brendan Masini.

The players feel their work in the off-season, where they trained every Wednesday and Saturday, should help them.

"We should be able to get through our tough schedule because of our rigorous off-season training program," Pohl said.

Despite the team's talent, some players remain guarded about their expectations for this year's team.

"If we can avoid costly injuries, we should have a very successful season this year," Pohl said.

The players feel they should get more respect.

"Come see us. It's showtime," O'Brien said.

Tennis

◆ Games at High School
◆ First game on April 10 at home against Normandy

The men's tennis team has lost some old faces and gained some new, and the outcome of this trade-off is yet to be determined. Team members hope the new squad will captue the LEL championship once again.

The team lost Brad Karfeld and Colin Manly to graduation, as well as seniors Jeff Jablow and Jonathan Harris to lacrosse. A new gang of freshman have come to replace them, including stand-out Adam Grossman. Returning to action for the team are senior co-captains Ryan Smith and Kevin Cole; juniors Brian Snyder, Robert Rusher, former Plain Dealer Player of the Week Dan Young; and sophomores Ben Householder, Yuri Gottesman, Brad Keys, Jimmy Young, Miguel Bendezu, Alexios Hadji and Alex Rawson.

Training began in the boys' gym under the supervision of head coach Al Slawson. Training routines include stretching big red rubber bands to build muscle, and other tests of physical ability such as speed and vertical leap. Currently the team practices on the courts outside Woodbury.

Householder is impressed by what he has seen.

"It looks like the team is going to great this year," he said.

Smith shared Householder's optimism.

"We have lots of depth, and lots of good tournament players," he said. "We should do really well this year."

Householder said the home matches against Cleveland Heights, Westlake and Bexley on April 22 should be important. He also noted the districts and sectionals leading up to states, beginning on May 11, as key tournaments.

Shakerite artwork by Jennifer Johnson

Welsch makes waves coaching swim teams

BY SHAWN FLOWERS
Staff Reporter

Many students have only vague memories of a sixth grade gym teacher who was quick to crack a joke, and whose favorite phrase was, "cheese and crackers." To a core of dedicated swimmers, however, Ernest Welsch is much more.

He grew up in Philadelphia, near a local recreation center, where he said he spent all of his free time.

"I used to live at that center," he said. "I didn't spend any time at home."

Though he did not swim much in high school, he played soccer and had a brief soccer career at Penn State. He graduated Summa Cum Laude from Temple University, where he won the award for the most outstanding male student of the health and physical education department.

Welsch has taught physical education in Shaker for 15 years, during which time he coached softball for six years and men's soccer for four years, making it to the state championships twice.

In '82 Welsch started his coaching career in swimming with the women's team and since then he has taken control of the men's team. He has coached the team to a record 36–0 dual meet winning streak.

He has been named LEL Coach of the Year nine years in a row for women and five years in a row for men, has been voted Northeast Ohio Coach of the Year for four years and this year was named Coach of the Year for the State of Ohio.

He attributes his coaching success to his enthusiasm.

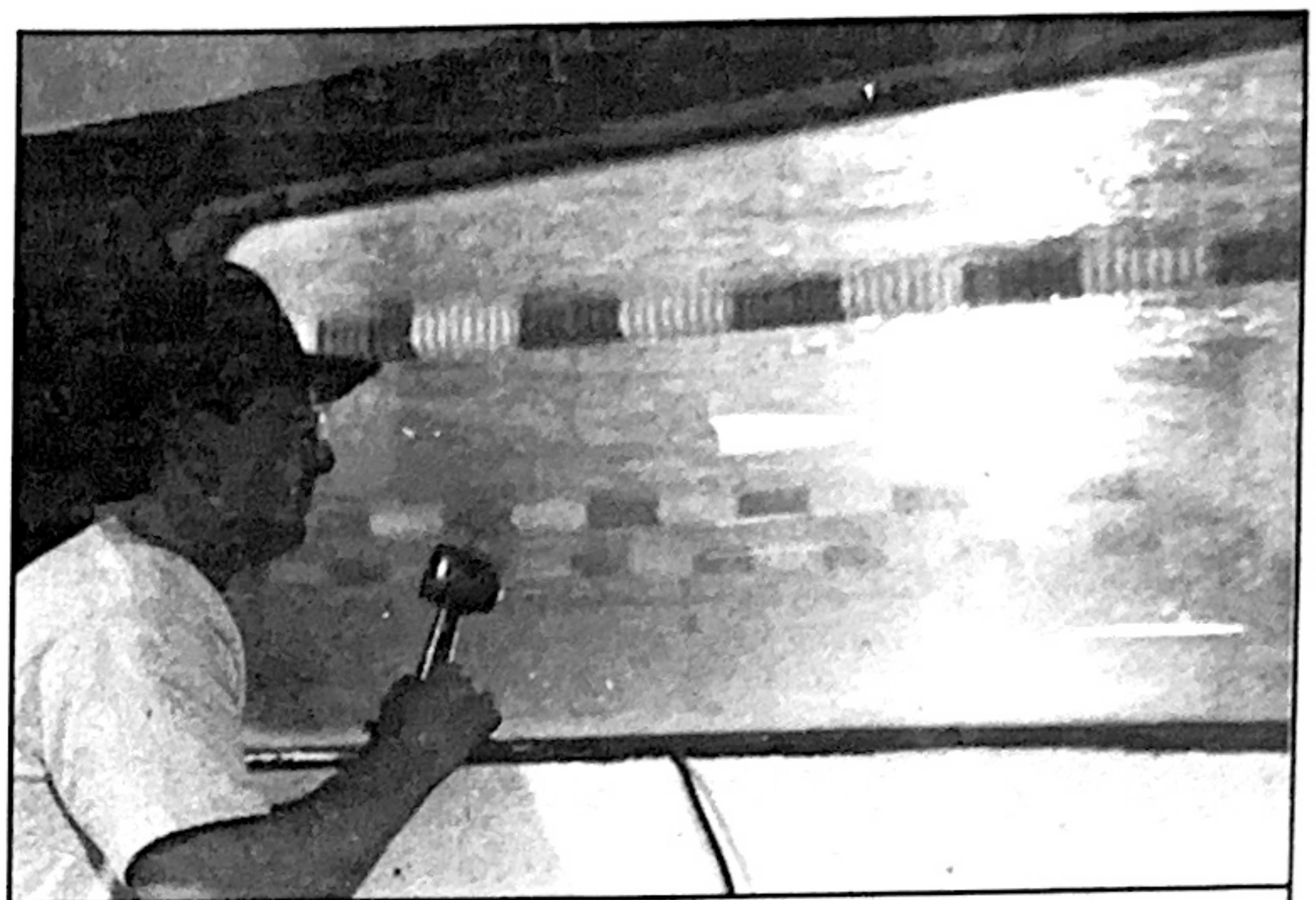
"When I get going I'm up and down the walls," he said.

Welsch's swimmers are aware of this.

"I know he is putting in as much work as we are," senior co-captain Erin Yates said.

Welsch said he hopes he has a positive impact on the athletes he coaches. He receives letters from past swimmers explaining how he played a role in their lives.

"It's funny, but I get a great deal of letters from students that understand how important good training and good technique can be," he said.



I SPY. Ernest Welsch, coach of the men's and women's swim teams, watches the swimmer's turns through the underwater window at Woodbury pool and critiques them over the PA system. Welsch was named Ohio Coach of the Year for the '94-'95 season. *Shakerite photo by Larry Latson*

RAIDERS OF THE MONTH

Ron Thompson sprints past track competition

BY LINDSAY CAMBPELL
Staff Reporter

"You get a lot of respect when you're good at something," senior Ron Thompson said.

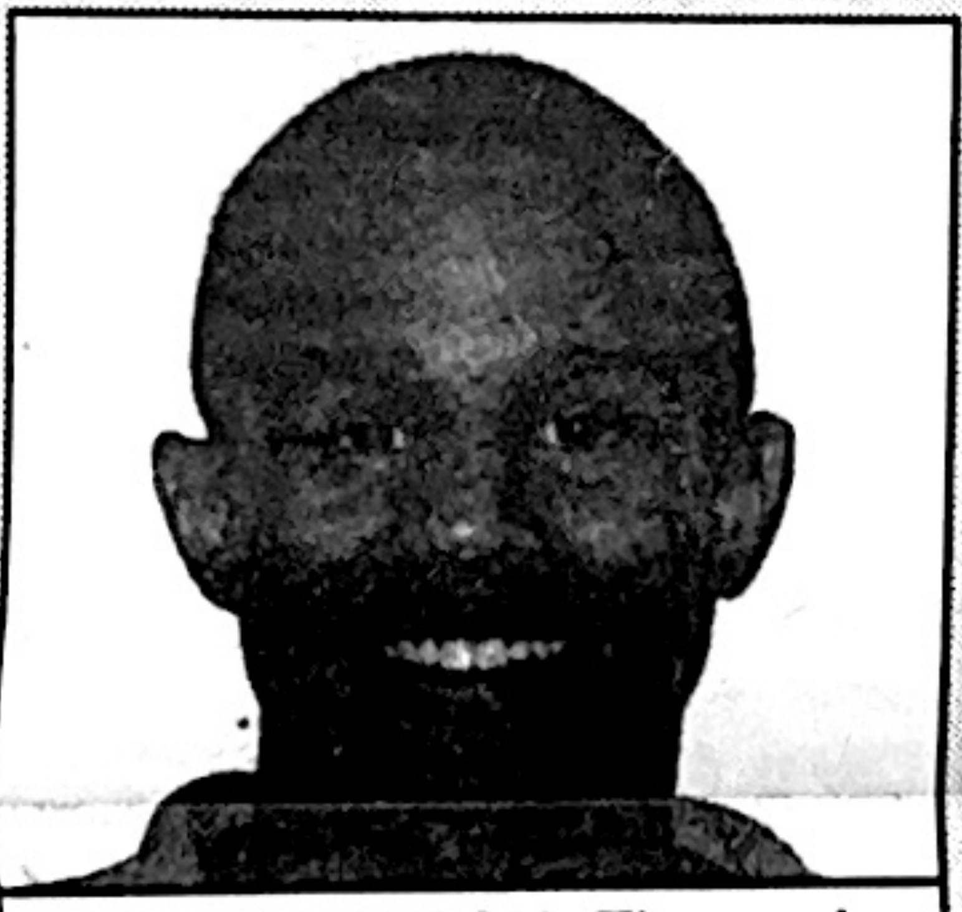
Thompson, whose events include the 4 x 800 meter relay, and the open 800 meter run, is getting respect. In a recent indoor track meet at Ohio State he finished third in state in the open 800.

After moving from Shaw High School in East Cleveland to Shaker his junior year, he feels he has been a key contributor to the school.

"I'm more of a distance runner, but so far only one person on the team [Aaron Sharpley] is faster than me. But, he is more of a sprinter and in the long run I think I might be able to beat him," Thompson said.

Thompson, who has only been running since the seventh grade attributes his beginnings to a legend.

"I knew about Jesse Owens and that he was from this area. He's kind of my idol and I wanted to be like that," Thompson said.



RON THOMPSON. The senior track member is training for the opening racetoday. *Shakerite photo by Vanya Green*

Thompson also participates in MAC [Minority Achievement Committee] which encourages minority freshmen and sophomores to achieve better grades.

Along with running, keeping up with his homework and MAC, he still finds time to hang out with his friends and sing.

"[My friends think] I like to sing a lot, maybe a little bit too much. I'm kinda crazy, a little hyper. I think I'm a pretty good advice giver, I'm pretty dependable," he said.

Thompson's goals are not limited to track. After graduation, he plans on going to college, law school and becoming a judge.

Miriam Gerdes hurdles way past Americans

BY MARIE FRISOF
Staff Reporter

Far from her home in Germany, junior exchange student Miriam Gerdes, is running past American competition with the women's track team.

Gerdes arrived in Shaker Jan. 28, and originally planned to stay for three months, but will now remain for the rest of the semester.

Being the only woman on her co-ed track team in Germany, she said she enjoys Shaker track because there are other women on the team. She also said practices are more frequent and longer than in Germany.

Gerdes' school in Germany does not have a track team, so she competes with a private club that practices in the evenings. She likes Shaker track because teams in Germany do not display the same team spirit she experiences in Shaker.

Gerdes placed sixth at the March 4 Ohio State Indoor Championship Meet. At the Perry meet Feb. 25, she broke a meet record for 55 meter hurdles, placing first in shot put and finishing third in high jump.

MIRIAM GERDES. *The junior exchange student hurdles and throws shotput for the track team.* *Shakerite photo by Laura Kushnick*

Even with all of these accomplishments, Gerdes is most excited about working with the team.

"I just like being with the others. If they weren't so nice I wouldn't have so much fun. I'm glad to be here," Gerdes said.

The coach of the women's track team, Henry Woodard, said Gerdes has great potential as a hurdler.

"[Gerdes] gets along very well, as if she's been here her whole life. She's making great progress," he said. "She was a pleasant surprise because I didn't know she would be able to catch on so quickly."

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Softball sets sights on strong season

BY ANGELICA ELLIOTT
Staff Reporter

The beginning of spring marks the beginning of another season of ball games. The softball team is starting its '95 season with new coaches, a new team and a new attitude.

This season will be a key rebuilding year for a team that is starting almost from scratch. With only three seniors returning and a handful of juniors, the softball team will have the job of molding new talent.

Senior co-captain and pitcher Krysten Dean hopes that this year's team will live up to its potential.

"Last year we had a talented team but we did not live up to our potential," she said.

Fellow teammate and senior co-captain Lindsey Wiggins agreed.

"We had a lot of individual talent last year, but when it came time for games we had trouble working as a team and made a lot of careless errors," she said.

Wiggins has high expectations for this year's team.

"This year we have a fairly young team because we only have three seniors, but the players are really talented," she said.

Junior Erika Brooks also has very high expectations for the team.

"I expect to at least make LEL champs. Hopefully, because of the new coaches and their techniques, we will make it to districts if not further," she said.

Players discussed several things that will hopefully make the team better than last year's team.

"If the team is able to play off of their offensive strengths and keep the defense consistent, we will fulfill our expectations," Dean said.

According to Dean, one of the problems of last year's team was its lack in offense and not being able to compensate with its strong defense.

"We need the younger players to rise to the occasion and play hard consistently," she said.

Wiggins supported her teammates and noted the wide range of talents some players have.

"We have a lot of depth in our pitchers. Krysten is practicing despite her recent knee surgery, and Lyndsey Mirmelstein has been doing great. Both are versatile players and good hitters, so we can use them other places besides pitching," she said.

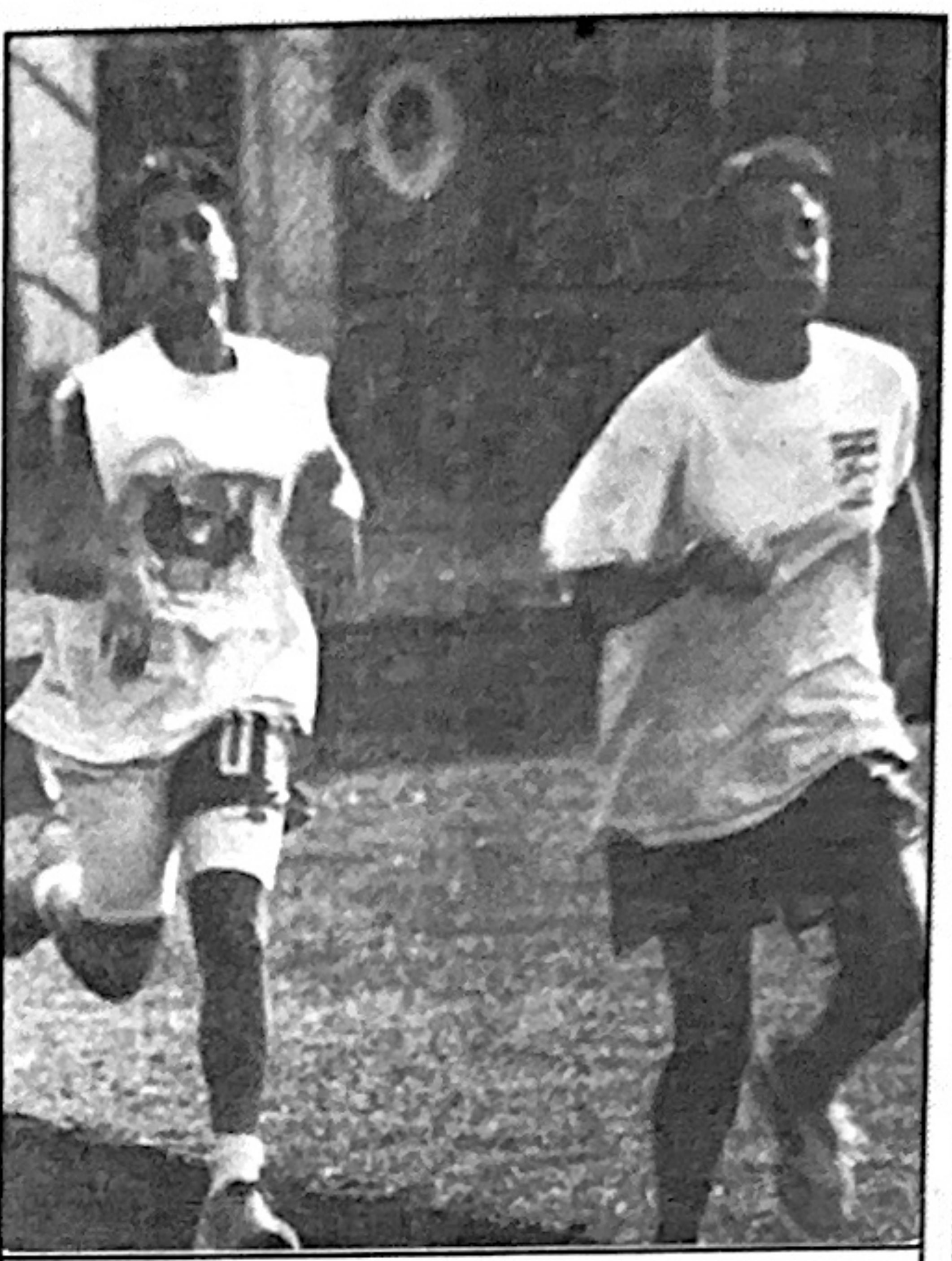
Attitude will play a large part in the team's success.

"We have better attitudes toward each other this year and because of this, we should do better in competition. Our attitudes are more team-oriented," Brooks said.

KEEP YOUR EYE ON THE BALL. Senior Lindsey Wiggins waits in anticipation of a pitch. The season begins tomorrow at home against Berkshire. *Shakerite photo by Larry Latson*

Track teams prepare for upcoming spring season

BY SHAWN FLOWERS
Staff Reporter



RUN LIKE THE WIND! Senior women's track team members Kamilah Williams and Julie Andrews work hard during practice. Their first meet is today. *Shakerite photo by Larry Latson*

The pitter patter of quick feet will soon be heard on the rubber base track as the men's and women's track teams look forward to their seasons.

The men's team is helped out by their returning seniors who constitute a large part of the team.

"We have a very strong senior group and we will have a good team," head coach Charles Richard said.

The men's team practiced hard even during the winter when they ran indoors. Earlier this month they sent runners to Columbus, where they competed against some of the best athletes in the state and they held their own, placing in three events.

The team members feel they have a lot of promise.

"We practice diligently every day," senior Ron Thompson said. "We have the capability to be a very good team, but we have to work."

The men's team has challenging practices, Thompson said. Sprinters run hard indoors and distance runners have days consisting of five to six miles.

"I feel we're a lot better than last year and we will do well at districts," sophomore Adam Johnson said.

The women's team is made up of talent and depth. After some unfortunate mishaps at the state tournament last year, the women's team is looking to improve.

"We have talent. We have a talented group from the 100–1500 meters," coach Henry Woodard said.

The team is helped by the senior presence of both B.J. Long and Heather Hanson. Hanson has set the school record for both the 100 and 200 meter dash.

"I think we're going to do well this year," senior Tenisha Johnson said. "We have a lot of new girls who are focused and ready for anything."

Short jogs often take the team to Courtland. The runners feel the hard work has paid off on the track.

"I think we'll do pretty well this year," Long said. "The girls look stronger and I think that they're tired about hearing states. They want to be there."

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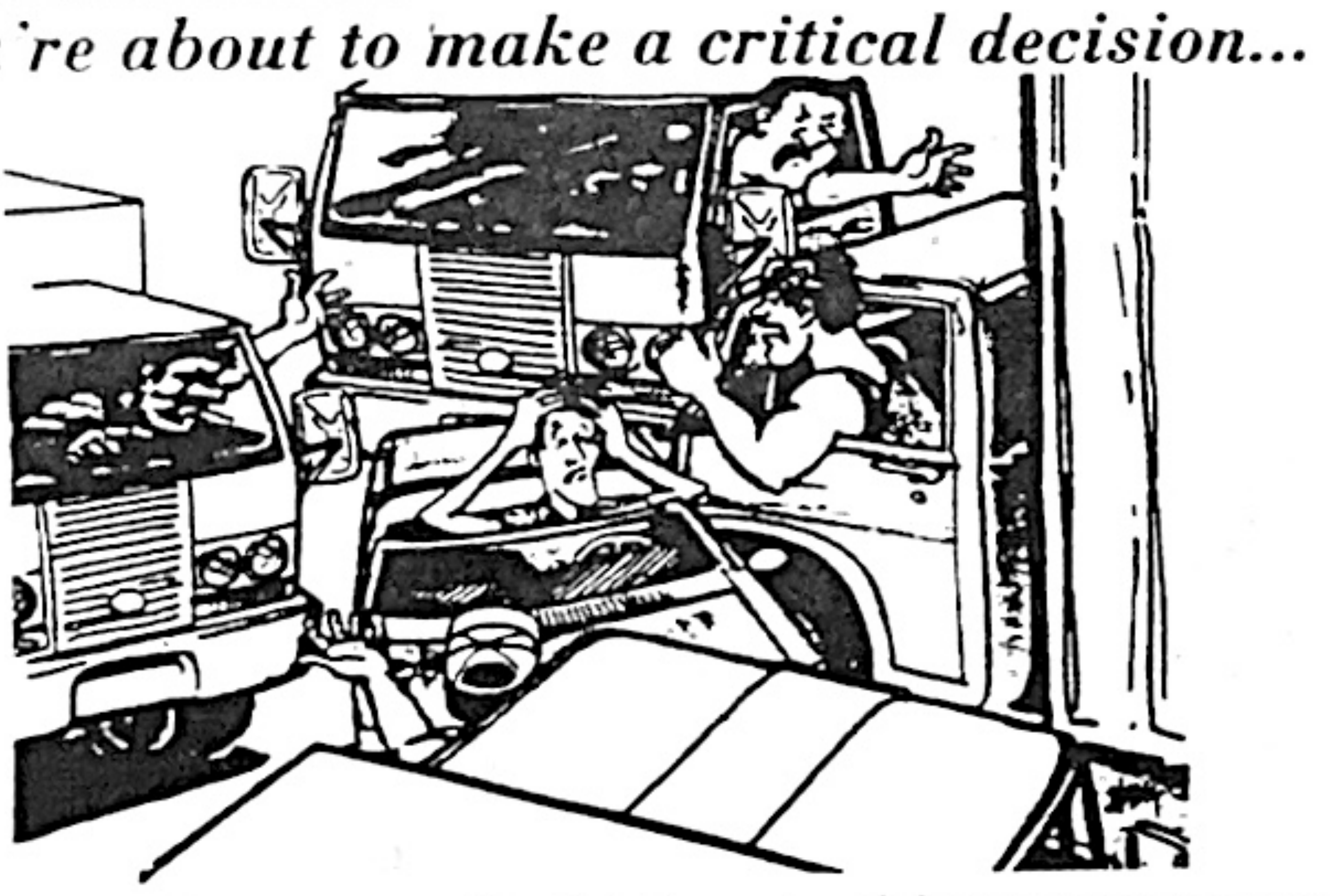

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